DOCUMENT RESUME

ED 182 398 UD 020 159

AUTHOR Sobel, Morton J.: Moon, Michael J.
TITLE Magnet Schools for Desegregation.
INSTITUTION New York State Education Dept., Albany. Div. of Intercultural Relations in Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 79
NOTE 169p.; Not available in paper copy due to reproduction quality of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Integration Methods; *Magnet Schools; *Program Descriptions; *School Integration; *Voluntary Integration

ABSTRACT

This document is a compilation of the presentations made at the Conference on Magnet Schools for Desegregation held in the Fall of 1977. It provides an overview of many types of magnet school programs and their degree of success. Presentations include a paper on the Federal government and magnet schools; some promises and cautions regarding magnet schools; reports on magnet school programs in various cities throughout the country; a checklist for magnet schools; a reporter's view; and a summary and overview. (RLV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182398

JAN 8 - 1980

UD

MAGNET SCHOOLS FOR DESEGREGATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Miller
NY State Dept of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD 020 159

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Intercultural Relations
Albany, New York 12230

1979

MAGNET SCHOOLS FOR DESEGREGATION

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Intercultural Relations
Albany, New York 12230

1979

The opinions expressed in this publication are those of the presenters. They do not necessarily represent the views of the New York State Education Department nor the United States Office of Education.
This publication was prepared pursuant to a contract with the Office of Education, Department of Health, Education and Welfare under the provisions of Section 403, Title IV, Civil Rights Act of 1964 (P.L. 88-343).

The University of the State of New York

Regents of The University

With years when terms expire

1981	Theodore M. Black, A.B., Litt. D., LL.D., Pd.D., D.C.L., L.H.D., Chancellor	Sands Point
1988	Willard A. Genrich, LL.B., L.H.D., LL.D., Vice Chancellor	Buffalo
1986	Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1983	Harold E. Newcomb, B.A.	Owego
1982	Emlyn I. Griffith, A.B., J.D.	Rome
1983	Mary Alice Kendall, B.S.	Rochester
1984	Jorge L. Batista, B.A., J.D., LL.D.	Bronx
1982	Louis E. Yavner, LL.B.	New York
1986	Laura Bradley Chodos, B.A., M.A.	Vischer Ferry
1980	Martin C. Barell, B.A., I.A., LL.B.	Kings Point
1981	Joseph R. Bongiorno, B.S., M.D.	Brooklyn
1984	Louise P. Matteoni, B.A., M.A., Ph.D.	Bayside
1981	J. Edward Meyer, B.A., LL.B.	Chappaqua
1985	Arlene B. Reed-Delaney, B.A., M.D.	Albany
1987	R. Carlos Carballada, B.S.	Arcade

President of The University and Commissioner of Education

GORDON M. AMBACH

Executive Deputy Commissioner of Education

JOSEPH J. BLANEY

Deputy Commissioner for Elementary, Secondary and Continuing Education

ROBERT R. SPILLANE

Assistant Commissioner for Educational Planning and Support Services

JOHN MURPHY

Administrator, Division of Intercultural Relations

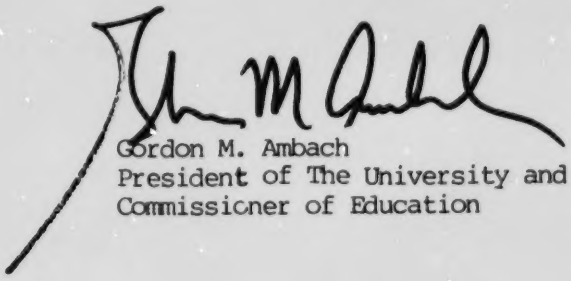
LEROY L. RAMSEY

FOREWORD

The Board of Regents and I support strongly the goal of quality integrated education. We have endorsed a number of methods of advancing this goal, including the development of magnet schools. The original approval by Congress of $7.5 million for funding highlights the desirability of a careful review of developments in this area.

This document provides an overview of many types of magnet school programs and their degrees of success. Guidelines and pitfalls in the development and implementation of magnet schools for desegregation are identified.

This document is advisory. Local communities, schools and students within our State differ considerably. The magnet school programs described herein will not necessarily fit all situations. Education Department members are available to provide technical assistance to school districts which wish to consider the use of magnet schools for quality integrated education.



Gordon M. Ambach
President of The University and
Commissioner of Education

PREFACE

In support of efforts by the Board of Regents and the New York State Commissioner of Education to provide equal educational opportunity, the Division of Intercultural Relations in Education convened a four-day conference on Magnet Schools for Desegregation in October 1977. This conference was conducted as a technical assistance function under the provisions of the contract between the New York State Education Department and the United States Office of Education in accordance with Section 403, Title IV of the Civil Rights Act of 1964. Congressional approval of a $7.5 million allocation for funding magnet schools and magnet programs generated many requests to the Division for additional information regarding this approach to desegregation. To meet these requests, authorities on magnet schools from across the nation were assembled with New York State school administrators from districts with experience in magnet school programs, as well as with administrators from other districts interested in the concept.

Consultants on the program included Herman R. Goldberg, then Associate Commissioner for Equal Educational Opportunity, U.S. Office of Education, and Forbes Bottomly, the former Superintendent of the Seattle Public Schools. Other widely respected authorities who made presentations were Meyer Weinberg, the Editor of Integration and Director of the Center for Equal Education at Northwestern University, and Dale Rice, Education Editor of the Syracuse Post Standard newspaper and a recent Ford Foundation fellow who had received a grant to undertake a study of magnet schools throughout the country. Morton J. Sobel of our own staff was the other consultant who dealt with concepts and issues. In addition, presentations were made by representatives of public schools in the State of Massachusetts and the school districts of Seattle, Cincinnati, Boston, San Diego, and St. Louis, as well as from the following New York State School districts: Rochester, West Irondequoit, Buffalo, Mt. Vernon, Glen Cove, Long Beach and New York City.

This document is a compilation of the presentations made at the Conference on Magnet Schools for Desegregation sponsored by this Office in the fall of 1977. Its purpose is to provide information to school administrators, boards of education, teachers and others interested in the development and implementation of magnet schools as a part of a plan for achieving quality integrated education.

Leroy L. Ramsey, Administrator
Division of Intercultural Relations

ACKNOWLEDGMENTS

The Division of Intercultural Relations would like to express its sincere appreciation to the many educators who made presentations at our Conference on Magnet Schools for Desegregation:

Forbes Bottomly, Forbes Bottomly Institute, Inc. Seattle, Washington

Barbara Christen, Principal, Murray Bergtraum High School, New York City

Lawrence Costello, Principal, August Martin High School, New York City

Jimmie M. Craig, Director, Elementary Schools Division, San Diego, California Public Schools

Sanford Gelernter, Director, Office of Student Affairs, New York City Board of Education

Charles Glenn, Director, Equal Educational Opportunity, Massachusetts Department of Education

Herman R. Goldberg, Associate Commissioner, Equal Educational Opportunity U. S. Office of Education

Harvey Granite, Coordinator of Urban Funded Programs, Rochester Public Schools

Joyce M. Grant, Director, Roxbury, Massachusetts/Harvard School Program

Norman N. Gross, Administrator, Urban Suburban Interdistrict Transfer Program, West Irondequoit Central Schools

Robert Kirsch, Administrative Assistant, Long Beach Public Schools

Alan J. Lissauer, Project Director, Title IV-C Demonstration Grant, Long Beach Public Schools

William Maynard, Director of Desegregation, Seattle, Washington Public Schools

Samuel Miller, Executive Director, Magnet School Pilot Program, St. Louis, Missouri Public Schools

Jerome P. Oberman, Superintendent, Long Beach Public Schools

Robert Rappaport, Principal, Beach Channel High School, New York City

Dale Rice, Education Editor, The Post Standard, Syracuse, New York

Harry G. Skiff, Instructional Consultant, Cincinnati, Ohio Public Schools

Morton J. Sobel, Specialist in Educational Integration, Division of Intercultural Relations, New York State Education Department

Jack E. Sotsky, Elementary Administrator for Curriculum/Evaluation, Glen Cove Public Schools

Meyer Weinberg, Editor, INTEGRATEDUCATION, Director of Center for Equal Education at Northwestern University

In addition, the Division would like to thank Morton J. Sobel, Specialist in Educational Integration and Michael J. Moon, Assistant in Educational Integration for their efforts in coordinating the conference and in the preparation of this publication. A special debt of gratitude is expressed to Professor Lawrence Ries for editing the presentations made at the conference.

Morton J. Sobel, Specialist in Educational Integration, Division of Intercultural Relations in Education, Editor

CONTENTS

	Page
Foreword	iii
Preface	iv
Acknowledgments	vi
The Federal Government and Magnet Schools - Herman R. Goldberg	1
Magnets: Promises and Cautions - Forbes Bottomly	11
Voluntary Desegregation in Seattle, Washington - William Maynard	20
Educational Options in Cincinnati - Harry Skiff	27
Magnet Schools in Massachusetts - Charles Glenn	36
The Roxbury/Harvard Program - Joyce Grant	46
San Diego: The Beginning of a Magnet Program - Jimmie M. Craig	56
Magnet Programs in St. Louis - Samuel Miller	65
The Glen Cove Experiment: The World of Tomorrow School - Jack E. Sotsky	69
New York City: Three Thematic Magnet Schools - Sanford Gelernter, Lawrence Costello, Robert Rappaport, Barbara Christen	75
The World of Inquiry School: The Magnet That Moved Downtown - Harvey R. Granite	84
Three Magnet Schools: Models for Integration - Norman Gross	90
Long Beach: The Total Optional Approach - Robert Kirsch, Jerome P. Oberman, Alan J. Lissauer	102
Brooklyn: Mark Twain Junior High School - Bernard Fishenfeld	110
Buffalo's Magnet Schools - Marilyn Rosenblat	116
Mount Vernon: The Grimes Magnet School - Thomas Pesce	124
A Checklist for Magnet Schools - Morton J. Sobel	129
Checklist for Magnet Schools for Desegregation	141
A Reporter Looks at Magnet Schools - Dale Rice	145
A Summary and Overview - Meyer Weinberg	154

The Federal Government and Magnet Schools

Herman R. Goldberg

I would like to ask you to come with me into a science classroom in a middle school somewhere in America where the teacher is mounting a new unit of work. She begins, "This morning, young men and women, we are going to talk about lodestones, a form of iron ore, that has been known for centuries. Lodestones act like magnets or magnetic stones. As such, they respond to the earth's magnetism the same as a compass needle does. Since like compasses, their purpose was to lead, they were originally called lodestones, leading stones, and they were used by ancient travelers to find where they were headed. Magnetism is as old as the earth; it is not new. In fact, as you know, the earth itself is a huge magnet. It has a north magnetic pole and a south magnetic pole with lines of magnetic force from pole to pole and a great magnetic field surrounding its entirety. I know many of you are familiar with the electromagnet. It is the essential element in a motor or generator. Things make other things move."

After a few more minutes of introduction, the science teacher distributes some source material, presents the assigned material and highlights her presentation by asking the students to bring in the responses to six penetrating questions the next day. 1) How may a magnet relate strongly? 2) How can you enhance a magnetic field? 3) What happens when you hold a magnetized rod in an east/west position and hit it with a hammer a few times? 4) What elements must go through wire coils to obtain motion? 5) Can you think of other ways to verify that there is a magnetic field? 6) Why is it that a soft iron rod can be easily magnetized and tends to lose its magnetism easily, while a hard iron or steel rod is relatively difficult to magnetize but once magnetized retains its magnetism better and longer?

There are other questions I wish to ask here, questions about magnetism and specifically questions about magnet schools, questions which I trust you will think about, that you will discuss while you are here with your colleagues, with the consultants, with the State staff, and with all of the people assembled. And when you return to your districts, I trust

that you will work hard and see to it that your superintendents and boards of education make the time for you to discuss what you have learned here. Here are the questions for you.

1) How can our magnet schools become lodestone schools or lodeschools, leading or pointing the direction which good schools should take?
2) How should the magnet school be planned and organized so that it has a field or lines of force around it, a field in which persons receptive to the true potential and the influence of the school may be magnetized rather than compromised or mesmerized?
3) Are there environments that are more conducive than other environments in the success of magnet schools, what must be the equivalent of smacking the end of an iron rod with a hammer? That is, how can a magnet school be planned and developed so that all the other elements line up in a way to produce effective education?

To help you with this challenge, recall the science teacher's questions to her pupils. She asked, "Why is it that an east/west held magnetized rod demagnetizes when hit by a hammer?" The answer is that the individual magnetic and molecular particles in the rod have been disoriented and are no longer lined up properly so that these individual molecules become mixed and haphazard and the iron rod as a whole is no longer magnetized; its strength is decreased if not totally destroyed. The analogy I wish to make is direct. Magnet schools can be strengthened by considering each pupil and each teacher individually and collectively as units which must have proper magnetic orientations in order to have an effective field of influence and thereby have a better learning environment for the persons involved. And just as the demagnetized rod produces mixed-up and haphazard molecules, a school which carries the label "magnet school" without the proper substance of a magnet school, without proper admission policies and without proper planning and continuity essential for retaining the magnetism, may later report that it has mixed-up and haphazard results. But the reward can be there. With much careful thought and energy going into them, effective magnet schools can come into being and will likely stay magnetized.

How do you know when you have a good magnet school? How do <u>we</u> know? What will we say to the Congress when they ask us, as they do every year at

appropriation time, "What did you do with the money we gave you last year?" How will you and we know and evaluate the strength and the quality of magnet schools? There are certain to be many magnet schools and many individuals under glass in many instances with people watching closely. Just as the science teacher in demonstrating magnetic force places a piece of glass above a magnet and sprinkles some iron filings on the glass to have the students see lines of force emerging, so can you, in building first-class magnet schools, develop patterns under the glass that will force concentric arcs of support and cooperation over the glass. Then you and your public will know that the magnet school field in your district is good, is strong, is constructive and helpful to students. Such magnet schools will take their place among the tools that are available to the Superintendent and to the Board to eliminate, reduce or prevent racial isolation in the schools of your district.

Now I want you to come with me again to the hearing room of the Senate of the United States and the House of Representatives Appropriations Committee. As I mentioned a moment ago, invariably the very first question the chairman asks is: What did you do with the money you received last year, did it work, how do you know? I would say that in the area of magnet schools we are finding a great deal of interest on the hill because they--the members of the congressional committee--are finding a great deal of interest back home in the local schools. One need only examine the headlines on various house organs of school systems to appreciate what is happening. Our office receives information, house organs, bulletins from all of the school systems in the United States that are working with this concept. The information is generally positive and hopeful and we are pleased that it is so. But because we know that the magnet school appropriation of $7.5 million introduced as a supplemental measure for the fiscal 1977 budget was very hastily passed, we know that March will be here very rapidly and the same question will again be asked -- what did you do with the $7.5 million you received? Where did it go? Is it working? How do you know?

An outside evaluator, the ACT Associates, was awarded a contract to conduct an evaluation of magnet schools. In its proposal, it reviewed what it could determine from the literature and from visits about the existing state of the art in magnet schools. I think it is important that

we understand that the United States Office of Education is very much devoted to assisting school districts with any technique that will join with the armature and the number of tools available that will successfully desegregate their school system. When any one technique is viewed exclusively over many others and receives a great deal of publicity and does not work, it must be looked at professionally, compassionately, by outsiders and then reported in a way that will help us work with magnet schools to improve their operation. The ACT Associates wrote, "Many educators favored magnet schools as a testing ground for educational innovation. Adopting or originating certain educational innovations remain at the core of a magnet school's unique appeal. While the public debate continues to center on voluntary desegregation programs and alternatives to forced bussing, as in Tacoma, Houston and Milwaukee, in fact, magnet programs often work as an integral part of forced bussing programs."

The ACT Associates' preliminary report goes on to say, "The primary assumption of a magnet school program is that it is operating within the context of a neighborhood school, that parents will evaluate the educational program of a segregated school as opposed to the desegregated magnet school in rational, programmatic terms." ACT Associates believes that parents have the tools available to compare the differences in a rational, programmatic manner. The corollary assumption is that a sufficient number of parents will be induced to choose the magnet school program because it has been announced as educationally more attractive.

Another alternative to this public choice model is the use of magnet schools with mandatory pupil assignments. The students can apply to a magnet school or be assigned to some other kind of desegregated school. This model fits the Boston plan fairly well. And in Milwaukee, the report goes on to say, desegregated under court order in the fall of 1976, there is a voluntary program. The amount of desegregation accomplished in other school districts solely through magnet schools was miniscule. Houston's highly touted magnet school program reduced the level of segregation by only 2.6 percentage points from 77 to 74.4 after one year of operation. The ACT Associates says, it is still a highly segregated public school system. By comparison, in a school district like Boston with a magnet school program that operates as a mandatory backup desegregation plan, we have segregation indices of .9 and 26.2% respectively. In Milwaukee,

however, despite a comparatively large reduction in segregation (23 percentage points), the program was viewed by ACT to be a failure in attracting whites from their neighborhood schools. Only 3% of the white population opted for transfer to most magnet schools, and only 2% transferred to innercity magnet schools. Therefore, the experience today in magnet-only plans shows little systemwide variance: 0% to 3%. There is, of course, much greater systemwide variance in the proportion of black students who will transfer to magnet schools. But that has always been the case with voluntary desegregation plans. Schools located in minority neighborhoods tend to be underenrolled by whites as illustrated in Milwaukee where the innercity magnets are forty percent empty and in Boston where the only magnet school which failed to meet its projected enrollment was the Martin Luther King Middle School in the heart of Roxbury, a predominantly black community.

A slight diversion here. When I was the Superintendent of Schools in Rochester, I can recall many cases where I talked to the Board of Education about the importance of placing some of our best programs and best teachers in innercity schools and I urged the construction of new buildings innercity. I never called them ghetto schools because schools in the innercity area can be excellent schools in less-chance neighborhoods. The Board of Education is not responsible for the dilapidated buildings around a new school in a less-chance neighborhood. It is not responsible for the fact that on the twelve closest street corners there may be four bars, three empty stores and two other undesirable locations. The school bus comes to the school, not to the bar on the corner. With an excellent building, an excellent staff and a good program, an innercity neighborhood can have high quality schools with integrated student bodies. Many families believe that if their neighborhood is not good enough to have a good school, it is not good enough to live in. Hence, an alive and alert high quality school building in a less-chance neighborhood may be the catalyst to bring about efforts by other city, State and Federal departments to rehabilitate the entire area. And as the good school, with the help of a good faculty and interested parents, becomes a vital part of the neighborhood, the principal and the superintendent become or remain keepers of the community.

This is not happening in as many places as it needs to happen. In Rochester, we were able to do noncontiguous pairing and noncontiguous

collating or clustering because new schools were planned in less-chance neighborhoods, but were designed to be completely desegregated schools. I lament that a later school board saw fit to dismantle many parts of the complete desegregation effort of the Rochester City School District.

I want to indicate, too, that very often in a number of national meetings, we find United States Office of Education personnel sounding the cautions along with the possibilities of magnet schools and it is only proper and fair that we serve that role. In many cases local school people are going through an intermediate stage of trying to convince a board of education, a state department of education, perhaps a court, its teaching staff, its student body and its parents that this is the way to go. But often these same people have a limited vision and they need help from others to assist them. That is why I make a public plea now for all school districts in New York State looking at their desegregation to call upon Dr. Sobel and his staff, to use the State Education Department, not to shun them, but to call them before problems erupt, while they are erupting, and after they have quieted down. Call upon Federal staff and State staff to come to the district to assist. I remember very vividly the arrival in Rochester of Theron Johnson from the New York State Education Department. We were having a very difficult meeting in the Virgil Grissom School where several groups were shouting at each other. Mr. Johnson sat on the sidelines and listened, observing what was close to a mob scene. At one point he sent me via courier a little note in the midst of the battle: "Declare a ten minute caucus; I want to talk with you." I called the break and Theron Johnson came up to me and said, "Here are some suggestions--this is the way I think this meeting could be turned around." He was right on target. After the caucus, we went back and shared some alternative planning. I would say to you that when you fail to call Albany, you miss out on an important response because that staff has a broader perspective. They do see many approaches in other cities.

One of the interesting efforts of the last six months has been the evaluation of studies concerning the role of the states in desegregation, not just in magnet schools, but in the entire realm. The Rand Corporation and Stanford Research Institute have each completed a report. The Rand report includes the state role in desegregation as a major portion of its study. The Stanford Research Institute study is devoted completely to the

role of the state in desegregation. The latter study sets forth two basic policy questions regarding state departments. 1) What must the role of State Education Agencies be in effecting school desegregation? 2) What should the relationship be between the Federal government and the states in desegregation matters and what changes if any need to be considered? The Stanford Research Institute staff spoke to a great many people throughout the country. Initially, they were able to identify only nineteen states as having active state desegregation programs involving the state education agency. These nineteen states were contacted; seven received visits in person and twelve engaged in extensive telephone interviews with the Stanford staff. The ones which were selected for visits because of their strong and unique program commitments in education were Illinois, Massachusetts, New Jersey, New York, North Carolina, Pennsylvania and Wisconsin. The twelve interviewed at length by telephone were California, Connecticut, Delaware, Florida, Indiana, Iowa, Kentucky, Michigan, Minnesota, Ohio, South Carolina, and Texas. The criteria for the identification and selection of these nineteen were a) because they had a strong commitment to desegregation, or b) because there was some unique situation in the state. This does not mean that all nineteen were right there with their sleeves rolled up and their coats off getting the job accomplished on a statewide basis. Only five states in the nation have the authority to identify schools with excessive or out-of-balance minority enrollments, to initiate desegregation actions and to take enforcement steps to compel compliance. These five states are Illinois, Massachusetts, New Jersey, New York and Pennsylvania--the only states considered to have a comprehensive state role. And yet, even these five states are not free from political pressures, as well as problems from both civic and official resistance.

Three main trends seem to be emerging. The courts are beginning to find State Departments of Education equally guilty of <u>de jure</u> segregation where they had a chance to do more about it because of their commitments and their state procedures. I very much regretted Judge Curtin's decision in the Western District Court in Buffalo, New York when he decided that there were three defendants guilty of <u>de jure</u> segregation--the Buffalo City Schools, the Buffalo City Council, and the State Education Department. I read the decision again and again. How was it possible that the State

Education Department in New York, a leader in this field with James Allen and later Ewald Nyquist as Commissioners, was guilty of de jure segregation? It finally came down to this: in the correspondence between Albany and Buffalo, the State Education Department asked Buffalo to do many things which Buffalo refused to do. Albany could have withheld State aid, but did not do so. Hence the judge included the three under one umbrella.

I think one of the outstanding efforts in the area of state involvement in desegregation comes from Springfield, Illinois. Dr. Joseph Cronin, the Commissioner of Education in Illinois, decided that the very small but competent equal educational opportunity staff of five or six could not be effective in bringing about changes in all the districts in Illinois that are out of step with the state's racial balance requirements. He conceived the brilliant idea of pulling together some eighty members of the state education department staff, the directors of instruction in language arts, reading, social studies, science, health and physical education, business education and vocational education, in every subject area represented in the instructional division of the state education department. And he made them deputies to the equal educational opportunity staff. He put the entire state group for a year's length of time into the EEO office and he set up task forces, each task force chaired by a non-EEO person. For example, the head of social studies instructional improvement for the State of Illinois would move into a district which he or she ordinarily covers and work with the director of social studies instruction for that local district on techniques needed in changing education for the new pupil mix. The math supervisor began to talk with math directors about what they would have to do differently in instruction as they desegregated the schools of Illinois. And so on down the line.

The State Superintendent asked me to come to Illinois to open the meeting and I was delighted to be with eighty general educators and six desegregation specialists. But it took many, many hours for that group to warm up to the idea that they were going to be involved in the state's highest quest--desegregated quality public education. This is an example of a very alert, innovative Commissioner of Education who decided to take the burden from the shoulders of the six EEO staffers and place the challenge, not the burden, on his entire state group and I think it is one

of the most forward looking efforts that has come out of the program.

But sometimes those who plan magnet schools do not really plan magnet schools. What do they plan? They plan magnet centers in regular school or magnet components of regular schools and the label inserted is magnet school. But it might not be a magnet school. The best advice that I can give districts which are planning magnet schools is this: be careful that after making a determination in advance that says one-third of the chairs in that school will go to minority pupils who live right near the school you do not bring in a unit for the gifted and talented, Suzuki classes for pre-school and primary education string players to staff the future symphony orchestras of America or other unusual science or foreign language developments. Then you will find out that two or three hundred out of six hundred children in the magnet schools cannot make it. So we have a magnet unit within a neighborhood school without equal educational opportunity for everybody there. This is one of the most common problems that school districts find difficulty in overcoming. Let me advise you that if that is your plan, shake loose from it because you will have segregated classes within an integrated school building. The Office of Civil Rights will come to check with you about that, and since there are better ways to set up programs, you should find one.

I want to mention now what the Federal Government was able to do in the very few weeks available to us after the Senate made the appropriation a reality. The Senate used very strong language and the House supported it. What do they call a magnet school? The Congress of the United States declared that a magnet school means a school or an education center that offers a special curriculum capable of attracting substantial numbers of students from different racial backgrounds. That is the standard, it is not a regulation, nor a whim, nor a capricious statement by me or my staff. So if you have a magnet school capacity of seven hundred and ninety two of another, does that meet the Congressional standards? What does substantial mean? Meeting with the Office of General Counsel, we determined (this had to be done for one year in order to get preliminary regulations into the Federal Register) that 20% would constitute a substantial number of children of different backgrounds to go with the 80% of the other--not fewer than 20%. And school districts were given sixty days from the opening of the school year to send a report as to how the magnet schools came out in

terms of the pupils in them. We need this kind of evidence plus the evidence that will come from the ACT Associates in their review of the other schools that have been in existence in order to supply the Senate and the House with proper information next March.

I ask again in closing that when you find you are living with a label of a school other than the substance of the school, blow the whistle on yourself. If you find that what you have created is not really a magnet school, if you find board resistance, if you find parental resistance to the fact that one school is receiving more attention than the others, then begin to figure out how to balance State monies, local monies, and Federal monies, to do the best possible job for all the children. Do not allow yourself to be stuck with a weakened, dehydrated program that started out with a bang, got weaker and weaker, and then stood with its early label its substance.

Magnets: Promises and Cautions

Forbes Bottomly

Why magnet schools? I have asked myself that question many times. Why magnets? Are they to provide relevance for individuals, cultural relavance for the pluralistic society in which we live? I have watched some magnets that served a particular cultural group come and go. I saw a wonderful school--a shortlived but wonderful school by the Black Muslims in Seattle that came and went. It related specifically to what the Muslims thought their children should learn about black culture and black history. Its purpose was to build the hopes and aspirations of black children, and to give courage to the black children who will live in a predominantly white society. I was worried about that. It had some good features, but it it had some features that were extremely worrisome to me and to many others.

In Berkeley, I saw the Casa Raza School which was a magnet-type school oriented especially toward Chicanos and Spanish-speaking youngsters. Its purpose was to help build pride, to develop some sensitivity, to build some courage and to generate some anger because sometimes anger has to come before courage. I have seen other schools of this kind come and go. Is the magnet school something which will relate to cultural diversity in our society and promote the pluralistic type of civilization which we have and hold dear? Some think so. Others believe that our society is too pluralistic and that the great power and great creativity which is generated by cultural pluralism and structural pluralism in our society is tearing us apart.

Are magnets to be relevant to the world of work and to the real life out there? Is it relevance that makes the magnet school worthwhile? Are such schools to make education more worthwhile through the use of technology so that we can restructure and reorganize our technology, our professional approach to education, our pedagogy or our educational strategies?

Are magnets to provide access to those who have previously been denied access--that is, to open up opportunities? We have used the phrase "equality of opportunity" for so very long. Equality of opportunity. A recent Carnegie Foundation study questioned the concept of equal opportunity. Our indulgence in the use of the term equal educational opportunity really is detrimental to the long-range interest of many of the people who are

culturally, educationally or otherwise different from the mainstream of the American life, especially those who are very poor. Of what value are magnets in terms of readjusting and making our society more equal? Is their major function to give more choice, to open more options?

Magnet schools go far back in our history, far back in the history of American education. During the 20's and 30's magnet schools abounded in most of the major cities. You may remember the tremendous number of magnet schools in New York City. I worked in New York City for Walter Cocking at the School Executive Magazine many years ago and he used to send me to stories, and I was amazed at the variety of specialized schools open to all of the schools of the City of New York based as much as possible on what the superintendent and the staff and others felt was in the best interests of the students. I once went to a school on a special assignment and was amazed to find that it was a school very similar to what one of the New York York mayoral candidates is talking about today. It was a school for disruptive kids--a "kickout school." Recently I heard this candidate on the radio saying we ought to round up all of these people--he called them incorrigibles--and put them into these special schools and make them behave. Get them off the streets in any manner and out of the way of other teachers and other principals. Put them into specialized schools where they will be forced to behave themselves. I went to one of those schools many years ago in Manhattan to do a story and I was surprised to find a large old, prisonlike building administered by a woman principal. I was then chauvinistic enough to believe that would be an impossible job for a woman, but she was running the school very smoothly and very sensitively and it seemed to be working all right. I hope that this mayoral candidate is thinking of that type of school with that kind of principal.

In Boston all of the great magnet schools had such great traditions--the Latin School, the English School, the Girls' School, and so on. Now, the magnet school is back in fashion. But how ironic? It is wonderful to witness the irony of history. We find that the idea behind some of these exclusionary schools is being promoted under the guise of providing greater opportunity and more open access to education--for enhancing desegregation. It is a great idea to utilize magnets in a desegregation effort. But it is ironic, and I hope that we can visualize the possibilities to restructure and reorganize and reform the entire educational process,

especially in the cities where our structures and systems and institutional barriers have become so entrenched.

I would like to differentiate for a moment between two concepts -- two words -- that we use quite often. Desegregation is the word that has been used for many years to describe the balancing of races in the schools. Rather than desegregation when speaking of magnet schools, I prefer the term reduction of isolation. Desegregation is a legal term which relates to numbers, to ratios of racial minority to majority students. It is aimed at justice--that is, the bringing about of equality, the balancing of resources and the equalization of educational opportunity. It is numerical and to bring it about systemwide there must be a great deal of voluntary action by many people. Desegregation is imposed by law because voluntary action simply does not do the job. In the final analysis, a plaintiff must ask the courts to order the complete reduction of isolation through desegregation.

I would like to believe that our efforts through magnet schools will be toward the relocation of racial isolation. Some progress of some kind or another - constant movement. It takes leadership pressure -- force of one kind or another. It is distressing to see the restrictions that have been built up in our metropolitan areas which prohibit, discourage, or inhibit people from moving from one place to another. Education, of all of our institutions should be opening up and expanding horizons of youngsters and giving them more and more options.

Let me place a continuum before you. On one side we have a force that would "prohibit" us from moving: a school board directive, a law or a mandate of one kind or another that prevents the reduction of isolation. Some people are in that type of environment. Sometimes the force is subtle and results less from action than from inaction. A little closer to the center we have something that "inhibits." One of the greatest inhibitors is the dragging of feet by people who are in leadership positions. Fear generates foot dragging. Even closer to the center would be those things that "discourage" people from acting. By taking such an attitude and by using little body movements and words of one kind or another, the whole system tends to loaf along and no decisions are made. Affirmative action does not take place.

Now a little farther over to the other side we have a force that would

"enable" something to happen. This enabling springs from the leadership of superintendents and school people. It comes from a school board which passes an enabling policy. The state legislature can enable something to happen. Many state legislatures have passed enabling legislation, but have not gone beyond that. They just say that you can do it if you want to. It is possible to do it, or you are authorized to do it under the law.

A little farther over is the word "promote." This carries an incentive which goes beyond merely enabling. Way over on the far end of the spectrum is "require." The more that you do in promoting, the less likely you are to end up on the required end of the continuum where some plaintiff, unwillin to wait until remedies are effective, will apply legal force to the district.

I do not wish to get into the legal aspects of segregation and desegregation and all of the definitions that have been developed, but what I would like to say is that there has to be some force if things are to move. Isolation tends to increase if there is no force. Sociologists and psychologists, observers of the scene, have noted time and time again that if you let things go, they drift back. People become more suspicious of one another. They become more uptight. Constant force is necessary. Gordon Allport noted this in his classic book, The Nature of Prejudice, many years ago. Pettigrew and Gordon since then have made similar statements. The evidence is clear that unless there are forces constantly at work, there is a strong tendency to go back.

Somebody asked me not too long ago how we know if there is any progress. In a study which was just completed for the Education Commission of the States with a Ford Foundation grant, we studied many metropolitan areas. We were concerned about metropolitan reduction of isolation rather than such reduction within individual school districts. It was decided that there were a number of indicators which could be used to evaluate the effectiveness of any program, mandatory, voluntary or magnet.

Perhaps the most fundamental of these is knowledge. If as a result of an enabling, promoting or requiring force a student gains knowledge about a) other persons and other cultures, and b) broader educational options and possibilities, there is some indication of movement toward the reduction of isolation which could be measured by attitude and achievement tests.

If a student comes into contact with individuals of another race through desegregation, movement is indicated toward the reduction of isolation which can be measured, at least initially, by the numbers of students who have such contact. Special compensating efforts, extended to individuals of another race through desegregation, movement is indicated toward the reduction of isolation which can be measured, at least initially, by the numbers of students who, because of past discrimination, have fallen behind the norm, are indicators of movement toward the reduction of isolation which can be measured in the amounts and the distributions of funds and resources.

If, as a result of a force, decision making authority is redistributed to give more power to those previously excluded from such authority by discrimination, that represents a movement toward reduction of isolation which can be observed in the ratios of minorities in decision making jobs, that is, in governance structures.

If fiscal resources are redistributed to provide broader options for those previously limited by discriminatory denial of resources, that is an indicator of movement toward the reduction of isolation which can be measured by an accounting of the raising and distributing of monies.

If there is an increased equalization of status so that ethnicity is diminished as a force in ranking a student in a hierarchy of prestige, that is a movement toward a reduction of isolation which can be measured, among other ways, in terms of the proportion of persons of different ethnicity in positions of prestige at all levels.

If there is an equalization of access of students of one ethnicity group with those of other ethnic groups into the options which society offers, that may be judged by the proportions of persons entering and completing educational institutions, entering unions, professions, sports, artistic, cultural and managerial careers.

With that background, let me say a few words about magnets. Magnet schools can be schools that are better than other schools or they can be schools that are different from other schools. I am concerned when a magnet school is heralded as one that is better and attracts students primarily because it is better than others. That means that someone in the district has made a determination that resources should be placed in the magnet or magnet component and should be taken away from some other area, hence

bringing about unequal distribution of resources in the district. That seems to me to be doing violence to the concept of equal opportunity. On the other hand, I think that special programs based upon the interest of students, based upon special kinds of directions and hopes and aspirations that those pupils might have and varied enough to attract youngsters from neighborhood schools to other schools make a lot of sense. We must discuss these two approaches because in our study we have seen many districts pour tremendous amounts of money into magnet schools, often skimming the money from regular schools with the result that there is an unequal balance. With limited resources, can we afford magnets without such skimming?

What happens when there is an unequal balance? Magnets become prestige schools and their students become prestige students. You can say, let us do that anyway in the name of desegregation or reduction of isolation. Quite often what happens is that in the regular school the timid youngsters, the slow students, the nonagressive children seldom take part in the voluntary program. Those who are unwilling or unable to move become concentrated in one school while the adventurous youngsters, the bright, the scholastically inquisitive, the aggressive ones become concentrated in the magnet school. I think there is a need to look very carefully at how the resources are distributed and what kind of money and prestige is put into the magnet school as opposed to what is channeled into the regular school. The magnet school should not become a new form of tracking.

The planning needs to be very carefully developed. I just recently moved back to Seattle, Washington where there was a large involvement of people, citizens and students and faculty, in the development of the new magnet programs there. In Milwaukee I was impressed by the development of the citizen involvement there. But again, I think we must be sure that in any involvement process there is an equality of status, that the black, white, Chicano or Asian, whatever groups which might be involved, have equality of power which in turn forces everyone to look at everyone else's point of view. If there is representation based on population, it becomes just another form of bulldozing by the majority; even if bulldozing does not take place, there is a feeling of inequality on the part of the minority. And feelings are facts.

The planning should examine locations very closely. I noticed that Tacoma was mentioned as exemplifying one voluntary program for desegregation. Tacoma

did desegregate its school system. Some schools were closed. For example, a junior high school in the central city that was a predominantly black school was closed. Those black students were distributed throughout the school system. The school was opened again as a magnet school. And this brought about a very wonderful mix of students from throughout the city. But you must look at that process very carefully, because the students who were there before were reassigned mandatorily to other schools. For a school board to say, "Let us take that school in the black community, close it down and transport the kids to other schools, then reopen that school as a magnet school to achieve a better racial balance is a very insensitive move. It is all right so long as black and white people--minority and majority people--are equally involved in the decision making so that it is not the white establishment imposing something upon the minority community. Most black and Spanish communities these days will not put up with single-minded dealing with what they believe are <u>their</u> neighborhood schools, if something comparable is not done with white schools. This must be very carefully worked out because it is a matter of image, as well as one of practicality.

I am concerned about magnet programs within schools. Sometimes these work out all right, but by and large, competitive situations are created within the school. Jealousy is often involved when, in one corridor, there are some students who have some special thing going that is not allowed in the other corridor. Those students and teachers are allowed special priviliges, they have carpets, they wander around and do certain things because the magnet program requires them or permits them. Some magnets require a great deal of freedom and exploration, while in another corridor, a highly structured program exists. Teachers are trying to keep their students in line and behaving themselves. This often becomes a disruptive influence.

I remember so well once in Seattle when we were holding a school board meeting during some hectic times. We had delegations of students in to protest about grapes. They wanted the school district to stop buying grapes because of the grape boycott at that time. We had another group who wanted the narcs out of the school building. There was a group of parents in to protest the desegregation movement. There was a large religious delegation in with placards wanting a school board member to resign. One would have thought the world was collapsing.

Suddenly, a grandmotherly woman with a sign stood up and asked, "Is this the kind of education we are giving children in our public schools today?" She had been out to a free school we had helped to develop, a free magnet school. The parents put the school together, helped hire the teachers, the teachers worked together, the teachers worked out the curricula for the school with the parents and with the studends. As one can imagine, the teachers were long-haired and very free in their operations. We gave them an old abandoned school out in the middle of the city and they had quite an exciting program going. But one day on the bulletin board for which the students were responsible, a sign appeared advertising a field trip. The students had written in two four letter words describing excrement and the question, "Where does it go?" This grandmother had wanted to visit her grandchild and see how the educational program in the free school was carried on. As she entered, she saw the bulletin board. In horror, she ripped off the offensive page, rolled it up and brought it to the school board meeting which unfortunately was in session at the time.

Magnet schools sometimes may get out of hand and a bit of a risk is involved when decentralized decision making takes place. Magnets may be used to move toward restructuring and reforming American education. But in making this move, there must be plenty of attention to the basic survival skills. We are under pressure all over the country today to maintain and upgrade our reading, mathematics and communications skills, and if the magnet program does not help to increase people's skills in survival, if there is going to be a further decline with magnet programs, we had better look very critically at tham.

Let me say a word about mandatory backup. Mandatory backup of the magnet programs is absolutely necessary if an entire school system is to be desegregated. Voluntary magnet schools are helpful in opening access in a system, but a magnet program that goes along with a desegregation court order, or with an order by a school board, or an order from a state authority, may help to alleviate many of the fears and pressures and anxieties that sometimes accompany desegregation.

Former Minneapolis Superintendent John Davis has said many times that if it had not been for the development of the Southeast Alternatives so that people had a choice, he just does not know how desegregation would have come out. But court ordered desegregation did come about peaceably.

In Milwaukee, Superintendent McMurrin and a citizen's committee put together one of the most imaginative plans that I have seen and it included a mandatory backup. People had choice and choices were built into the entire program. The city was divided into leagues and within each league were a number of schools. Two leagues put together would bring about desegregation, if the students were mixed. Magnet schools were established within the leagues and some were set up citywide. Parents could choose to have their child attend a neighborhood school or attend a school in another league or attend a magnet school. Many parents chose the neighborhood school, but if that first choice was lost in the lottery process of selection, a second choice could be made to another school in another league or to a magnet school. However, each time a choice is lost, the options become fewer so parents immediately look very closely at magnet schools to see whether or not they might want to try that rather than lose on the neighborhood school.

I am not talking here about a racial thing and you might say that that is a kind of pressure to overcome what might be called institutional racism. But the pressure is felt by minority and majority parents alike. By and large, they would rather have their child attend a neighborhood school. If that is not possible, they may assume the responsibility of looking into magnet schools or looking into other schools and becoming more familiar with them and as a result, first choose a school beyond the neighborhood school.

Voluntary Desegregation in Seattle, Washington

William Maynard

I would like to deal very briefly with the kind of program and operation that we are trying in Seattle right now. I think the basic approach that we are using will be of interest to you because I have not seen it in other places, but it has become very important to us.

I do not know if you are aware of what our city is like. It is twenty miles long and four miles wide. The whites live in the north end, the central district, and the southeast. We have a shipping canal that cuts across the middle of the city which has been referred to as the "Mason-Dixon Line" of Seattle. Our job then is to integrate the school system, but the geographical characteristics of the city make this a very difficult task. There is a large lake on one side of the city and Puget Sound on the other side so the city extends only north and south. There are 60,000 students in our districts, of whom 33% are nonwhite. Seventeen percent of our students are black, 10% are combined Asian students, and representatives of almost every ethnic group are educated in Seattle. We are a very multi-ethnic city.

At the present our schools are desegregated on a voluntary system and we mean that in two ways. We are not under court order and we are not in court, so we are voluntarily desegregating our schools. Students have a variety of choices and have had that variety for a very long time. We are still segregated according to the guidelines of the Federal government, but we have made some significant moves this year. We have established a three-year effort commencing with this year. We have already implemented thirty magnet programs. Seven of these are total school programs and twenty-three are what we call "add-on" programs.

As we approach the second year of the cycle, we are looking into a mandatory backup program. The school board has through resolution indicated that we will totally desegregate our city by the fall of 1979-80. That gives us a little over a year and a half. This is being accomplished on a completely voluntary basis. During the next year and a half, we must move some eleven thousand students through voluntary choice. In the first year

we have seen 4,500 students move voluntarily without a mandatory backup.

This was accomplished through recruitment, through the combined effort of the magnet schools that I mentioned and through a multiracial transfer program which was begun during the time that Forbes Bottomly was superintendent of schools. Through these two programs plus a large number of alternative schools and a middle school program which has been in effect for several years, we were able to see this movement of 4,500 students, which is twice the number who transferred last year. Our total goal is the aforementioned 11,000 which is the task that must be achieved.

Our attempt, then, is to establish a mandatory backup program, a broadening of the magnet school program and a broadening of the options. The final plan will probably be a combination of strategies which includes clustering schools, zoning schools, as well as utilizing the programs that we already have in effect. The final plan will be adopted by our school board on December 15 of this year (1977). In the next two months there will be a great deal of community involvement.

Let me talk now about our approach which I think will make the difference in our city. Our board of education, in the resolution which they passed indicating that we will totally eliminate racial isolation by the fall of 1979, instructed us to do so using educationally sound strategies for desegregation. The problem is that nobody has really defined what "educationally sound strategies for desegregation" means. What we have attempted to do is to start with a philosophical base. What we are aiming at is quality integrated education. That is our goal and it is the goal that I think has been established in every city.

When we speak of setting up schools for the purpose of student population movement, the most important thing that we can do is to prepare those schools, the teachers in those schools, the administrators, and the students who are coming in. We are also looking at ways of insuring that student movement is equitable. In other words, we are not closing our minority schools and moving those youngsters out. We are looking for movement both ways, and we have seen that kind of movement this year. For example, 70% of the magnet schools in the city have filled with white students. On the other hand, about 70% of the voluntary racial transfer students are non-white students. So, for the first time we have seen a significant movement

of white students and we intend to capitalize on that.

From a philosophical viewpoint, what can a city, a school board do to establish the kind of school we are talking about? As a building principal, as an administrator, and as a teacher, I found there are two predominating goals which I like to see in a school. The first is productivity of students and staff in terms of a basic skills emphasis. Just as important is the second goal--satisfaction, the feeling that this school is a good place to be. It is my observation that in much of the country, schools are not very often satisfying places to be. What I am saying, then, is that these two goals are equally important--for teachers, for administrators and for students. If we can somehow redesign our schools so that they can attain these two goals, it might then make a difference.

How can we design our schools so that they accomplish these goals? In many schools we are taking care of the physiological needs of the students. We are feeding them in the morning--we have free lunches--we often feed them at night. We often have clothing available. But the safety needs of children in schools are not met very often. How can we teach in classroom if the school is not safe? We must address ourselves to that problem if the school is in an unsafe neighborhood. We start there.

To proceed further, we know that students need certain kinds of relationships. We can begin by looking at achievement and recognition needs. Our aim is to maximize the individual potentials of both students and staff. Once we are clear about our goals, we can start building a program. A number of years ago we began working on school climate. We first identified productivity and satisfaction as the goals of our school. We asked for what kinds of things should we be looking to make certain other things happen? What kinds of characteristics or components of that climate can we identify and measure in order to make these kinds of goals a reality?

Here are some of the things that we identified.

We found that respect for other people among teachers and respect for others among students are significant elements in determining what happens in a school. The morale in a school is very significant in this process. The school depends upon cohesiveness and the ability of students to work together. We are talking about quality integrated education and I am suggesting that, if these components do not exist in the schools, we are setting a fuse to the flames. Once we identify and resolve some of these

issues, we can move on to the instructional programs.

The board resolutions I mentioned earlier state that there must be educationally sound strategies for desegregation. I have looked at various programs around the country and have heard people talking about quality education. I have heard the phrase "educationally sound" many times, but I have not seen any definition of that phrase. What does "educationally sound" mean?

Let us take a look at some of the strategies used in desegregation in the country. These range from the very restrictive to the most nonrestrictive kinds of strategies. The most restrictive is mandatory random reassignment, then limited choice, and finally open enrollment which is the least directive in nature.

We must define the strategy which would best fit the kinds of educational needs that we are trying to meet. If we put together a program that contributes to and has a positive effect on the educational outcomes of students, then we have something to sell. But we must define it even more narrowly.

About what educational outcomes are we talking? In general, we mean the attitudes, the values, and the skills that students need in order to be successful. Those are the educational outcomes for which we are looking. Within that limited choice range, we in Seattle thought we could put together a program.

We then proceeded to develop certain elements that we believed necessary to make our program educationally sound. First, we wanted equal educational opportunities for all of the children in our city. That had not been the case in the past. Schools in various parts of the city have not had the kinds of educational facilities and programs that existed in other areas of the city. So that was one of the elements we needed to become educationally sound.

We wanted to make provisions for safety needs of all of the children and we found that we could do this in a variety of ways. We discovered that we could build a program to meet the safety needs of students, aimed initially at those schools which would, in effect, destroy racial identity. So we decided to provide educational options for all children and identify those geographical areas in which we want those options to be offered.

We also said we wanted to have a curriculum that provides a basic

skills emphasis for all students in the integrated schools. We also wanted to offer all students a multiethnic, multicultural education. Again, these are the elements that we found that we would identify and put together in such a way as to say that these are educationally sound programs.

We wanted to provide for all students a career readiness education, at grade levels from K through 12.

We wanted to provide sex equity education. We had also found a very special kind of need in this area. We did not want to send our students all over the city, as I mentioned before. We have 118 schools and only about 33% of our students are nonwhite, so if we were going to desegregate every school in the city, the burden would have been placed upon the nonwhite students. We did want equity in this process. We also wanted to provide for the maintenance of ethnic identity. To send ten nonwhite students to a school of some 2,400 students in which only 100 students are nonwhite would have destroyed ethnic identify. We wanted to maintain this identity, so in building our plan we had already determined that we will not be sending small numbers of nonwhite students to a school, and that we would only send large numbers, thus desegregating on a smaller scale instead of on a total citywide basis. As our nonwhite population and nonwhite percentage of students increase, we can then broaden the scope of desegregation.

Finally, there is an element that I do not see very often that I want to speak about a little more -- assuring that a particular child can succeed in a particular school. I do not see this very often because I do not think it has been dealt with very much. I am thinking in terms of some of the experiences I had as a high school principal, the research I have been doing, and what I have seen happening in the school. The curriculum department talks about curricular needs and various administrators talk about operational needs. I would like to talk about students' needs in the schools. I would like to call every child a success. I have identified some elements that I think can provide us some assurance that we can in turn provide parents some assurance that their child can succeed at something.

I look first at the climate of the school. There is research coming out now that says that what happens in the school makes a difference, that the acceptance or nonacceptance of nonwhite students or white students, the kinds of behavior modeled by the principal of the school, all make a difference in the climate of the school. If we can identify factors, we can

measure factors and we can determine what kind of climate exists in a school The self-esteem the students possess is a critical factor in their success. There is considerable research indicating the significance of self-esteem in terms of student success. Again, if we send out small numbers of nonwhite students, we know it has a debilitating effect on their self-esteem and that affects their academic achievement.

We must identify the academic expectations that each child has for himself or herself as a learner and know from where those expectations come. Often, they are determined by whether or not the child is succeeding in school. Consider the expectations that teachers set up in a white school for nonwhite students. These are often expectations built on stereotypes. The minority child starts out with a severe handicap under those circumstances.

The teaching strategies employed in the classroom comprise another important element in this equation. Primarily, we see three strategies. Eighty percent of the teaching in the classroom is based on competitive types of strategies--win or lose. The individualized approach is a second teaching strategy. Thirdly, we have seen new developments in the area of cooperative learning which have had significant impact in multiethnic schools. We must see a balance of these three strategies instead of the 80% of the teaching which is based on competition. There needs to be a balance in terms of what happens in the classroom, the kinds of styles that the teachers are using and finally, the effect that these have on the relationships which are learned in the school.

We do very little about teaching relationships in school. Yet I think it is probably one of those critical kinds of experiences in learning that children can have. We are not teaching youngsters how to get along in school. Where are they going to learn this value as a skill? Where are they going to learn these skills and abilities of working together if not in a multiethnic school? What we found is that children in our city, a very multiethnic city, are not going to live and work in the latter part of this century and the first part of the next century in an all-white world or an all-black world. It is likely to be a very multi-ethnic world for them. Consequently, I think we now see the need for much more work to be done in K-12 in teaching relationships. This, in turn, I am convinced will have an effect on academic achievement.

If the elements I have discussed are developed in the school and the classroom, they can have a significant effect on whether the student succeeds or fails. It is these kinds of elements that we want to develop in our program.

And that brings us back to "educationally sound" strategies. As I mentioned, we looked at the limited range of choices. People are going to have this broad range with options based on teaching/learning styles, based on curriculum content, and based on this special needs of students. In the meantime, we are looking at these elements in putting together our program. Hopefully, we will assemble a program which will deal with the needs of students when they arrive at a particular school. I am suggesting to you, then, that you take a look at what happens to the children when they arrive at that new school. That is a more critical factor than the kind of magnet school into which they go. I am hoping that as you develop your programs, you will take a look at the special needs that pupils have, take a look at the building, take a look at what kind of school it is, then when we place these programs, we will be placing them in schools which come closest to meeting these needs. Only then are we going to diminish the kinds of anxieties that kids may experience when they get on the bus.

Educational Options in Cincinnati

Harry Skiff

Cincinnati is a unique city in many respects. It is metropolitan; it is very culturally oriented. It is fourty-four miles wide and runs along the Ohio River. We are approximately twenty miles tall, if you want to call it that. Our public school population is approximately 68,000 students and a similar number of pupils are enrolled in private or parochial schools. There is a great deal of choice in our city from one type of education to another. We also live under some strange mandates by boards of education. We are presently living in the alternative age in Cincinnati with several mandates which the board of education has assembled into a small book. The goals that we must accomplish within the next two years include improving safety and discipline, improving learning, improving integration, and, by all means, keeping the people of Cincinnati happy.

We use the terms "alternative schools" or "educational options" rather than magnet schools. Most of you are probably unaware of how long the Cincinnati Public Schools have been involved in educational options. Many people in Cincinnati believe that we were the first to be involved in educational options. Well over one hundred years ago we popularized the neighborhood school and German grammar schools. Fifty years ago we had a special college preparatory program for gifted children with I.Q.'s of 120 and above.

Today we have committed ourselves to offering educational options which provide parents the opportunity to select a quality integrated education for their child. We are not under a court order. The simple information is this: in our alternative forms of education, 59% of the constituency of educational options are black; 41% are white; 54% are female; 46% are male. This is not by design. Other minority groups are at a minimum in Cincinnati; they are largely a by-product of the University of Cincinnati. We do not even keep records of Japanese, Asians, Hispanics, and other minorities. We must have over seventy-five different minority groups represented, in small numbers of ten, five, or one.

Our goal is a voluntary 50-50 racial balance. We use educational options to achieve this and we use open enrollment, although open enrollment alone will not solve the problem. We have approximately twelve hundred students involved in the open enrollment program. Under open enrollment,

we use the criterion that the student must improve the racial balance of the receiving school and not hamper the racial balance of the sending school. In a number of cases, it is very difficult for students to get in or out of particular schools.

We talked about the alternatives starting in Cincinnati in 1974-75 but in reality we were covertly involved in alternatives in 1970--we just did not tell anybody, because we did not know what was going to happen. We started a program called the Invididual or IPPSIP program. It was actually entitled the Individual People Progress and Social Impact Program; it was easier to call it IPPSIP.

For the past seven years the Cincinnati public schools have been developing, implementing and expanding a program of educational options. In Cincinnati, as in other cities, these programs have been added in recognition of the fact that there is no single best way to meet the educational needs of a school population which is very dissimilar in background, aspirations, and ability. These programs are designed to offer parents choices on how best to meet the needs of their children. Each program includes a strong emphasis on basic skills in keeping with the board of education policy. Each features a specific methodology or content area to give a particular uniqueness. We looked long and hard for the kind of education which people wanted. We came up with eighteen different programs as of this year which are operated at forty-one different sites. Presently, we have 8,602 students involved in what we term alternative programs.

In addition to our educational alternatives program, we offer vocational alternatives and special education alternatives. These are also forms of educational options. Including these students, the total student population involved in educational options is just under 26,000 or about 40% of our entire school district--truly an amazing statistic. We are not like a St. Louis or a Seattle where we have a white south side and a black north side or a black east side and a white west side. We are a hand: we have our core area and from there five major arteries lead out of Cincinnati. Our black communities are located along all of these five arteries. So we have pockets of white communities in between each of the roadways leading out of Cincinnati. This makes it extremely difficult to place programs because generally black students prefer not to travel across more than two or three of these crossroads or across other different lines in the city. So we are

unique not only in the approach we use, but also in the way our city lies physically.

In order to talk about our educational options, it is necessary that a clear definition of these options be provided to the public. Our school district has agreed that the following working definition of these options must be provided: educational options is our umbrella term which includes all programs that permit parents to choose the type of education they wish for their child. They are all full day programs and are available to any student who meets the published requirements of the program regardless of where the child lives within the city school district. When I refer to "published requirements," special college preparatory programs, vocational programs, a noncyclical grade eleven, and others are included. Alternative programs, for which I am responsible, are designed around specific interest areas for educational methodologies. They operate all day, drawing students from the entire district. Pupils must apply to be considered for acceptance into one of these programs. Racial balance is the most important factor in the acceptance of a pupil into the program. If parents do not choose an educational option, their child will automatically attend a neighborhood school. Our special college preparatory program to which I have already referred started fifty years ago. It is for students passing a special college preparatory test which we offer to all sixth grades. Students who pass the test may attend one of the preparatory high schools in grades 7-12.

Vocational education programs are very similar to most of those across the United States. They are operated in the upper grades of the high school and are housed in vocational wings attached to our neighborhood high schools. The programs operate from three to five hours a day and the academic courses are integrated into the vocational block.

By providing parents an understanding of options which are available to them, we provide the opportunity to make choices as to how their child should be educated. By making choices, parents become involved in their child's education, and giving neighborhood schools equal billing with alternative programs builds credibility in choice. In the past a choice was not evident. That may seem to be a simple statement. But when we talk of educational alternatives, we are talking about a specific type of program, such as the School for Creative and Performing Arts. Too frequently we try

to make an alternative school just another form of neighborhood school. Unwisely, the alternative school often offers everything the neighborhood school offers. We have opposed that. You will find no football or athletic program in our School for Creative and Performing Arts. Its speciality is music; it is not that the students do not need an athletic program--there is a strong intramural program. But if parents and students want an athletic program, then they choose a neighborhood school. If parents and students want large resources and a broad educational experience, they should choose a neighborhood school.

There has always been in the United States a simple psychological factor working in schools. It is very simple to open a door and say, "I send my child to school down the street." But, when as a parent, you decide to open that door and voluntarily place your child on a bus and send him or her half way across town or all the way across town, you become responsible for the choice which you made as a parent. You become committed to what happens to your child's education. Fascinating things begin to happen. We suffered for years through parentless PTA meetings. In the high school in which I taught, we had a population of over three thousand students and on parents' night, the biggest PTA night of the whole year, there would be perhaps thirty-eight parents. It is not unusual now to see twelve hundred parents at a PTA meeting in alternative schools and they will drive miles to get there. The homeroom mothers, the room mothers, the aides are volunteering because their children are in the programs; and they do not just volunteer at their own school, but they also volunteer to work in other schools.

The neighborhood program need not be a default program which many school districts have let it become. Too often the neighborhood school is thought of as an inferior institution because it is supposed that the alternative school has lured away all the bright students. I have never adhered to that philosophy. Frequently when we skim the cream off the top, we find another whole layer of cream below, and these are the children at whom we had never looked before.

Parents will become committed when they are involved in deciding which school their children will attend. This is certainly evident in what has been happening in Cincinnati, particularly during the last year. Our schools were closed to all alternative school students for twenty days

because of the severe winter that we had: 25 degrees below zero, fourteen inches of snow. When a half inch of snow falls in Cincinnati and it is 31 degrees Fahrenheit, nothing moves--we are not used to any snow.

Even though public transportation was not available, students still came to school; their parents brought them, even though it took hours. Even considering that during this past year we had a nineteen-day teachers' strike--twenty days of closed alternative schools--the attendance rate was exactly the same as it had been during the three previous years: 95% of all alternative school pupils were in attendance every day. In neighborhood schools, the best average from the last three years was 84% (it dipped to 69% last year during the strike, and the bad weather). When we consider all of the obstacles of transportation, weather, the strike, cold, flu, just not wanting to get up, choice and interest have to be the major factors which lead to increased attendance.

Another factor is friendship. The University of Chicago recently published a handbook with the results of a study on the impact of friendship and values on schools. Its findings revealed that seventy percent of the students believe that the most important thing that they do in school is to visit friends. In addition, the study states that the school, not the neighborhood, forms the vast majority of friendships. Given the importance of friendship, we reasonably expect students to seek out those who might have similar interests and personalities. An important question in this research was whether the child's group decides his functional level and the answer was affirmative. The study also determined in a round about way, although with more research still to be done, that every child has an interest and building upon that interest results in a better student. That is what we are trying to do with our alternatives.

Cincinnati offers alternative programs in the following areas. We have an elementary IGE program in grades K-6. We have French bilingual programs in grades K-4. We have fundamental academies in grades K-8. We have individual program and the social impact program which is a combination of mandatory and IGE in grades K-3. We have one of the first free public Montessori systems in the United States in grades K-5. We have a multiethnic ungraded program which looks like IGE with one important difference--the child stays with the same teacher for three consecutive years. We have an applied arts program, a German bilingual program, and a Spanish bilingual

program--all of these are for elementary-age children. We have a physical education school. We have a late entry Spanish program for the third grade (a child can only get into the other Spanish bilingual program in grades K and 1). We have an elementary math and science center, thanks to St. Louis and their investigative learning center. We have a creative performing arts school for grades 4-11. We have the Cincinnati Academy of Math and Science for grades 7-11. We have a junior high school IGE. We have a junior high school college readiness program in grades 7-9 and an elementary college preparatory program in grades 4-6. We have a school without walls--a citywide learning center for grades 9-12.

For next year we are committed to a military school or academy and an international studies academy. Many feathers are ruffled at the mention of a military school, but if you do what we all say that we do--that is, listen to your public--Cincinnati must have a military school. In excess of ten thousand retired army officers with children live in our city and they want such a school. This program had sufficient applicants to open this year, but we ran into site problems. We could not get the Federal Government to give us room in one of their old reserve centers for a military school. It is obvious that you cannot run a military school in conjunction with any other building.

As for the international studies academy, we are working with the different embassies which are located in Cincinnati and they have asked for another year for preparation. There are twelve different embassies located in the city of Cincinnati; a large German population; a large Swedish population and a Vietnamese embassy at the present time because of the large number of Vietnamese who come to Cincinnati.

The largest single problem that we face in alternative education in Cincinnati is transportation. It is transportation that makes or breaks any voluntary program. You have to solve your transportation problems first if you are going to provide an alternative education. In our program transportation to the alternative program is provided from the child's nearest school, whether it is an elementary, junior high or senior high school. We transport every student who lives more than one mile from the alternative program which he/she has selected and at which the child has been accepted. By board mandate, students must be on the bus for less than one hour each way. Most of our students ride the bus for less than thirty minutes.

There is a direct correlation between the time the child spends on the bus and the success of the alternative. If a child is spending more than one hour on the bus in either direction, our experience has been that the parents will withdraw the child, unless the situation is remedied immediately. One of our major successes in transportation has been our ability to provide parents with computerized routes. These list not only the correct bus stop and time of pick up, but all of the rest of the bus stops on that route, as well. The names of everyone who is going to ride that bus and their telephone numbers are also included.

Why has this proven to be a success? Many of us run ten minutes late in our daily lives, but when you are on a bus schedule, you are not permitted to run late. The bus may be, but you are not. Knowing the routes, parents can take their child to the next bus stop; they can call ahead and ask, "Hey, has the bus gotten to that stop yet?" or they can go three or four stops down the line and drop the child off without the inconvenience of driving the child all the way to the alternative school. Using this routing also permits us to work out the bugs before school starts. Parents can complain, parents can become upset early and we can determine where we have problems. We do not own a bus--we contract everything. By utilizing computers and computerized bus schedules, double routing and staggered school starting times, we have saved $200,000 in transportation costs this year alone. This is sufficient to transport all students who live between one and two miles from the school in which they are enrolled.

We cannot test the success of alternatives if the child does not stay in the program. Our major turnover in students (652 children this year) was due to transportation problems. Parents just would not leave their child on a bus for the period of time required to get to the program. Consequently, those children were withdrawn.

Communicating with parents regarding bus routes provides good information as well as double contact with parents. Not only do we notify them as their bus route, but we also sent them an acceptance letter. They receive another letter which tells them that we received their application. Finally, the principal sends them a letter after they have been accepted explaining the purpose of the program in his school, giving the time of orientation, the time of the PTA meetings, explaining what types of items the child will need the first day, the school starting time and closing time.

Thus, there are four contacts with each parent.

If we did that with neighborhood schools, perhaps neighborhood schools too, would be more successful. But we do not contact those parents. Would you not feel more important if, before school started, someone contacted you four times, telling you how happy they are to have you; here is your bus route; if you have any problems, please let them know? It provides a new openness which paves the way for success because it builds an atmosphere of openness for the parent.

Success in alternative schools has been evaluated by our Research and Development Department and by outside agencies. There is evidence that each year, more children are staying in the program longer. What are we willing to say at this point is that for one year of education a child spends in the program, he/she is coming out with a year and a quarter of knowledge. So we are getting positive results.

We have had better success with a program which is offered in only one site rather than in multiple locations. It appears that when multiple sites are available, site becomes more important in Cincinnati than is the prorgram being offered. Parents usually choose the site which is nearest their home. Consolidation, if at all possible, is difficult because of the fact that parents choose the site first and the program second. In programs where we have had only one site, people will remain in the program even if we move them as long as that move is not too great a distance. It would appear that alternatives should be located in areas which are easily accessible. If the site is located in the northeast part of town and it is a single site, students living in southern and western areas generally do not apply. Distance is an important factor. We have located schools which are in "bad black neighborhoods," equidistant from east and west, from north and south, and we have attracted twice as many white students as black students. We were forced to recruit black students for that program more actively than we had expected.

If you think we have not come very far from sixty students the first year to 8,600 seven years later, that is by design. It is a plan that I heartily recommend. We started limited programs in grade K and grades K-1. Each year we add a grade until we get to the termination point that we want. That permits us to work on the curriculum on a yearly basis. We are only required to recruit one thousand new students rather than seven thousand

new students. Another major benefit is the fact that we can recruit staff by application from within without disruption to the rest of the system. Teachers must apply in order to teach an alternative school in our system.

Before we started desegregation through the voluntary choice of school plan, the first thing we did was to desegregate our staff. Our staff includes teachers who comprise 50% of each race. That brings me to my final point which is cost. Cost must be an additional factor or consideration if you are starting educational options. With teacher salaries included, our cost is $127 more per pupil to operate an alternative program that it is to operate a neighborhood school. Without teacher salaries, it is $46 per student. After start-up costs, up to $20 per year per student is required for transportation. By carefully designing and integrating your program, you can end up with a reasonable program which does not cost much more than the cost of transportation. There are some programs which are extremely costly; our creative and performing arts school and our math and science school are two examples of this. There are some programs which are not too expensive: our fundamental academy and elementary college preparatory programs exemplify this. You must carefully mesh the programs for cost. You must also provide parents with extreme choices. If you have too many choices that are around the nectar, such as an elementary college prep, an individualized guided education program, and IPPSIP program and a multi-aged nongraded program, parents refuse to choose because they cannot really see a difference. If you tell them they can choose a fundamental academy or a Montessori school, it becomes a much simpler choice. If you are a fundamentalist, you go one way; if you are not, you go another. Psychological research proves that when confronted with difficult choices which are not extreme, parents refuse to choose.

This, then, is the Cincinnati story.

Magnet Schools in Massachusetts

Charles Glenn

It would be depressing for me to talk about local implementation of magnet schools and part-time options in a school system because if I have any basic message to bring it is that Massachusetts, and specifically Boston, is an illustration of the basic strengths and validity of the magnet school concept because it could not have been more poorly implemented and carried out than it has been over the last few years. It is not through the fault of any single person, but through the pulling and pushing, the constant change and turmoil, the state court orders and federal court orders and school committee dances in thin air and all of the other happenings that have been so characteristic of Boston. So it will not surprise you when I say that I am not even going to attempt to explain how we have done things that are more wonderful than Seattle or Cincinnati because I cannot. I cannot pretend that we have carried our tasks off with the kind of consistency of planning that has been characteristic of those cases.

I do think, though, that many extraordinarily good events have taken place. The fact that they have occurred says something about the basic strength of the magnet school concept. If any of you are from districts which are likely to have trouble such as we had, you may be able to take some hope from the fact I have just noted.

Let me start by outlining the context in which all of this has occurred. As you may know, for twelve years Massachusetts has had a state law which makes racially imbalanced schools illegal. The State Department of Education has a major enforcement role in relation to that law. We also provide a number of incentives in relation to support. Let me mention those briefly. We pay one hundred percent of the cost of transportation which reduces racial isolation--this approximates $9 million in addition to $2 million for METCO program which transports Boston inner city minority students to suburban schools. In addition, we spend $4 million for the educational cost of educating those minority children in suburban schools. We pay 75% of the cost of school construction which reduces racial isolation. About $300 million worth of such construction has taken place since the law was passed. All of this has had to be approved as part of a racial balance fund. We are paying about $15 million a year for school construction costs

on twenty-year bonds.

Finally, we have a $6 million program which is something like ESAA. It is designed to strengthen educational programs in schools which are desegregated. Let me mention some of the specific kinds of programs that we fund. For example, projects which help a bilingual class and an English-dominant class to be paired within a school over the course of a school year are funded by the state. In some instances, children share the same large classroom so the teachers can work together and increase as much as possible the opportunities for both language groups to learn to speak in each other's language. Another state law mandates that all of the basic subject matter must be taught in Spanish or Greek or French or Creole or whatever it may be, while we are trying at the same time to encourage substantial integration within desegregated schools.

We fund some programs which attempt to identify talented and gifted students, particularly talented and gifted minority students. Those children are then to be treated as pupils with special educational needs under the provisions of our state special needs law. In other words, we do not place those youngsters into a college preparatory elementary school or elementary program of the kind which exists in Cincinnati. We have those programs, but we oppose them as a form of tracking which we think has major educational consequences, both on the students and on the schools from which they come. So we have developed a program of releasing students from their own homerooms one day a week for special enriched educational opportunities. We then give support to their homeroom teachers on how to meet their educational needs while in their home classroom. Thus, they are treated exactly as if they were children whom we usually think of as special needs children, because in fact, we believe they are.

The key part of this is utilization of improved ways of identifying which particular minority students do have special talents and gifts. We find that neither teacher recommendations nor standardized tests prove to be accurate means of identifying talented and gifted minority students. Interestingly, it is fellow students who are most accurate at identifying which of their minority classmates are talented and gifted.

One of my colleagues who was in Seattle last summer was astonished because the Seattle schools were advertising a magnet school for sex fair

education and she could not believe that Seattle was so far ahead of us in that respect. It was fairly encouraging to see that that was one of the features which was identified earlier. I believe we have tended to establish sex equity as being in opposition to racial desegregation and we act as though they were somehow in conflict with each other.

The last program area I shall mention is the $3 million a year the state provides for magnet schools and magnet programs. In Massachusetts, the state plays a much more aggressive role than does the local school district. We are asking school districts to operate magnet schools and magnet programs. This is very different from the situations which exist in Cincinnati or Seattle where the school district recognized the problem, saw the magnets as a way to address it, then went ahead with whatever resources it could muster. One district in Massachusetts has received funding for magnet school programs, although the district denies that magnet schools exist, because politically they prefer not to admit that anything is being done about integration. In fact, something good is happening, but it is politically safer not to say. This passivity at the local level creates some very real and basic problems of which we are very much aware. That is a major problem with which we are presently wrestling.

Let me say a few very brief things about high schools, but talk mostly about elementary and middle schools. We have always had magnet high schools--any district large enough to have more than one high school generally has had, for example, a high school of commerce, a trade school, a classical or as we call it in Boston, a Latin School and often, a technical high school. Let me stress the need for great caution in regard to magnet high schools.

I strongly support them and I hope my own sons will be attending them when they are old enough, but we, as educational leaders, must be very concerned about what we do when we establish magnet high schools. If, for example, you want a high school which attracts a largely white middle class population, the best way to achieve that goal is with a magnet high school which is heavily academically oriented. The Boston Latin School is almost 350 years old and it is still not desegregated. The Indians were not permitted to enter and the ten percent minority population now consists mainly of Chinese-American children. If you want a school which educates mainly minority and working class white girls you can organize one tomorrow; establish a school of commerce or of lower salary level medical trades of

the kind we have been offering in Boston. You will get a largely female minority and working class white population and they will be segregated. You may achieve racial balance, but you will be segregating them and offering them inferior opportunity.

If you want a school which has an almost entirely white male student population, I know just how to do that--operate a school for trades and industry, particularly union trades--electrical, plumbing and so forth and you will house a largely white, male, blue collar enrollment.

I think we must be very careful about what we do at the high school level to insure that we are, in fact, broadening the opportunities for the children and broadening their career options, rather than narrowing them. The great dream of the comprehensive high school was that it would do that, but that dream has not been fulfilled. In comprehensive high schools, forty percent of the students are in general courses which lead no Maybe the comprehensive high school is not the answer, but I would be very hesitant about leaning on the specialized high schools which appeal to a particularly narrow group of people, thus reinforcing the traditional stereotypes which operate in our society.

Let me offer a direction in which a solution may be found--the magnet high school which clusters around an area of the economy, which offers training in a whole range of occupations, a whole range of job descriptions which are somewhat associated. For example, the field of medical training is clearly a major one in Boston. There is a whole range of occupations, including those of the doctor, nurse, the laboratory technician, the nurse's aide, the ward clerk which may require bilingual skills and a whole variety of emergency technicians, ambulance aides, and other jobs contingent upon the medical occupations. There is no reason why all of the students in a large system interested in any aspect of that cluster could not be attracted to the same high school operated in conjunction with the hospitals or medical schools which might be available there.

All the students could take a number of generic courses on hospitals, hospital operations, physiology, or other areas about which anyone who wants to work in medical occupations ought to know. Then, in the eleventh and twelth grades and the thirteenth and fourteenth grades, the students could move into more specialized training intended to lead to employment. I am suggesting that it is possible to integrate into one building students with

a wide range of skills, but a common interest. Bring students with many aptitudes--male and female students, blacks, Hispanics, Anglos, Asian-American students--bring them into the same building, educate them together make much of their curriculum generic and common, at least in the ninth and tenth grades, and then allow them to move into specialities in the upper grades. That is just one possibility. We have one school which we hope will do this.

Joyce Grant will be talking later about pairings of universities with schools in Boston. This is a project which has generated a great deal of discussion, as well as many state funds. One of those pairings is that of the Massachusetts Institute of Technology with a new high school of technology. The intention is not that it be a technical high school where students learn drafting, pre-engineering skills and upper trade skills, but rather it should be a school in which students interested in any level of work in the field of technology might be able to come together at the levels appropriate to their aptitudes.

However, we all admit that that school is not yet close to what we intend it to be. Students who go there cannot really feel assured of anything which might be called a first rate technical education at any level. Yet, it was the most popular of our high school in terms of applications--only 47% of the youngsters who applied were able to go there. This seems to indicate that there is a very strong desire and need for such a thematic high school. The school had numerous applications from black students, other minority students and from white students. It held its demand in all three groups.

Let me comment for a moment on elementary schools which I do not believe encounter the same kinds of dangers as I have just mentioned. Historically, we have been very good at getting black children and their parents to agree to voluntarily travel to an integrated school which they perceive to be a better school. In Boston, Springfield, New Bedford, we have had thousands of black youngsters for the past twelve years going voluntarily with a heartbreaking eagerness and hope, often a false hope, that what they meet at the end of the bus ride will be better than what they have left behind. We have found little difficulty in attracting minority students into what is perceived as a better educational opportunity. But, that has been almost all one way. We still bus three thousand black

students out of Boston to suburban schools for a full time education (12-15 years of education). These children get up at six every morning to catch that bus for a twenty mile ride because of the strong desire for an education in a "better" suburban school.

The first magnet elementary schools were developed in Massachusetts about ten years ago; they were schools in black and poorer neighborhoods to which we wanted to attract white students. They were an attempt to establish some type of equity. We wanted to say that it was not necessary to move out of the black community in order to get a decent education or an integrated education and so our first schools were really developed with equity in mind. I think the effect, however, has been somewhat different in each district and the most useful way I can comment from a state perspective is to give you a brief idea of how each of several of our cities developed its own unique magnet school program and what the outcome for each, again from the state perspective, has been.

New Bedford started its magnet school program for the reason I have just described. In order to preserve a school in that neighborhood, they tried to bring white students into a neighborhood which many black students were leaving. The parents around that school made a concerted effort to bring white parents in and make them feel that their children were wanted in that school. That is my first point. In other words, a key factor in the success of those original magnet schools was the strong desire in the part of the receiving racial group to have the other children there.

New Bedford saw that magnet school as a short-term effort to get me off their back while they very slowly built two large new elementary schools, again with state money. These would then be redistricted and would, therefore, be integrated. Those schools opened this fall with many features which had been developed over the years with a magnet attraction and they are, therefore, educationally outstanding schools.

In other words, in the case of New Bedford, the payoff of the magnet schools was to enable that rather starchy, depressed, industrial, high unemployment small city to try out a number of different educational ideas in an integrated setting. Therefore, when opening these two big new schools which now have districts which mate them together, the result was two schools of outstanding educational quality. They are no longer operating a voluntary magnet program in New Bedford but they are operating two desegregated

schools which are the heirs to the whole magnet effort. I believe any district can do that on almost any scale. Use voluntary desegregation, if you will, as an excuse to make some educational progress.

Springfield desegregated four years ago under a plan which the state ordered them to implement. It is a comprehensive, redistricting, reassignment, mandatory desegregation plan. Implementation went exceptionally smoothly. Because of excellent leadership in the school department, the Springfield schools are now totally desegregated. Magnet schools have been added until there are now seven which help to make the racial balance more secure. They also provide students programmatic options to reduce narrow racial balance at other schools. The point here is that the magnet school program is an overlap upon a successful desegregation plan. This approach allows for infinite fine tuning and I consider it to be a superbly successful way to maintain the success of a desegregation effort.

The magnet school program enables the district to move small numbers of students in a mandatory way. It reduces the frustration which arises from such mandatory assignments. Finally, it enables a number of schools to develop special themes, even though only one hundred students out of a total of six hundred are actually magnet school students. Of course, those students are totally integrated into the classrooms. It gives principals an opportunity for creative programming for which they are given extra state money. There is now a waiting list of schools which want to become magnet schools because they see it as an avenue to additional flexibility.

In Cambridge, to give you a third model, a magnet school was started as a basically elite liberal option to neighborhood schools which were elite conservative schools. In other words, Cambridge has schools which are largely working class schools in a community which is generally Harvard and MIT oriented. There are enough of the Harvard and MIT types who want integrated schools for their children that they have supported what is basically an alternative school and which we regard as a magnet school. It brings together blacks, whites, and Hispanics in an excellent socio-economic as well as racial and ethnic mix. In my view it offers no real contribution to desegregation on a systemwide basis. It is not a model which I would suggest as one to follow. It is a very tempting one, though, and I think around the country we are seeing examples of responses to the

particular white and black middle class demands for schools in their own image. I hold no brief against that as long as the result is not then to neglect all of the other schools in the district.

Lawrence is an industrial city, nearly half Hispanic, which is putting a toe, then a foot into the water in regard to desegregating without a court order and it is another interesting model that some of you might want to consider. The district started with magnet programs--bringing together students on a part-time basis, including a program in which older Hispanic students tutored younger Anglo students in Spanish and older Anglo students tutored younger Spanish students in English. It was so successful that they are now taking the next step of planning a magnet middle school which is intended to attract both groups. The danger with Lawrence is that they may move in the direction of establishing what is often called an alternative junior high school for pupils who cause problems in the schools in which they are now enrolled. The way to rid the schools of all of them is to enroll them in one school. To a certain degree that may be an extremely humanistic response to the problem child who cannot handle the structured nature of a school. Too often, such schools became dumping grounds for "problem" children and are identified in the eyes of the community as "bad" schools. I think it must be handled with great care and with major attention paid to the reentry of the child into the regular educational system.

Finally, we come to Boston. Boston has a mixed history. This city had several schools which were rather like those in New Bedford--schools which grew out of neighborhood concerns. On the one hand, black parents wanted to keep schools operating in their neighborhoods because schools were physically located there. Liberal white parents wanted integrated education. I recall driving by the William M. Trotta School in about 1968 when I was administering national church funds for a community organization. At that time, the school displayed a sign identifying it as the Joseph Lee Elementary School Under Construction. Joe Lee was on the School Committee--the school was named after his father. It was not very common for School Committee members to arrange to have schools named after their fathers, particularly if the names of the father and the son were the same. Joseph Lee was a racist and he was proud of it. Old Yankee. Do not think that it is only the Irish or Italians who are racists in Boston. Later, the community under Frank Rollins' leadership erected another sign which said,

"This is the new William Monroe Trotta School" right beside the first sign. Eventually the community group won. As we drove by this school which was supposed to be a magnet school, I said to Joe Lee, "You and your wife just had a little girl last month and we just had a little boy two months ago. Maybe one day they will both be attending school together." He said, "Never!" He wanted the school just for black children. Saner heads prevailed in the black community and insisted that it be a desegregated school and it has continued to be a very successfully desegregated building ever since. There are a half a dozen other magnet elementary schools in Boston which are similar in nature---where "groovy" parents get their children involved.

I think this had led, unfortunately, to march real distances from the system as a whole. What we have not worked out is how to use what is learned in a magnet school to leave an impact on the system as a whole. Magnet schools create jealousy and resentment. If I mention at a gathering in Boston that my children go to Boston schools, specifically the Trotta School, it is interpreted that I really do not have my children in the Boston schools.

The other kind of magnet elementary schools in Boston are those which Judge Garritty established as magnet schools with a wave of his magic wand, saying, "You are a magnet school, you are a magnet school, you are a magnet school..." with no preplanning, no leadership, no desire. In East Boston which is a physically separate section - a very tight Italian neighborhood with much resistance to outsiders of any kind, two schools were identified as magnet schools. One is a math magnet elementary school and the other is an arts magnet school. To this day, we have been unable to figure out what the court and its experts thought they were doing.

In the first place, if it worked at all, we know what would probably happen. The little girls would likely go to the language and arts magnet school because girls are supposed to be the talkers. Little boys would be sent to the math magnet school. That is not so hard to understand since until very recently Boston has had sex-separate schools even at the elementary level. Beyond that though, the problems are such that these schools are not working out in actual practice.

I believe that we are faced with a situation in which Boston's magnet schools have a fine reputation because several of them offer an outstanding

education. In some of them real integration is occurring. In some of them real multicultural understanding is happening. In some of them there is a real sensitivity to the diversity of the children involved. But some other schools are really only coasting along on the coat tails of the good schools. No one seems to have yet been able to grasp how to get a good school operating after the order has been issued and make that school which was forced to become a magnet school also voluntarily become a particularly attractive magnet.

In spite of this, magnet schools are definitely working. Magnet schools are supplementing mandatory desegregation. Magnet schools are offering educational options to systems which have been stuck in the mud for a long time. Magnet schools are beginning to address several of the key issues of which we are all aware. These are issues which exist in Syracuse and Buffalo and Rochester just as they do in Boston and Springfield and New Bedford.

The Roxbury/Harvard Program

Joyce Grant

I am happy to be on this panel with one of my Boston colleagues because it provides us with an opportunity to share some of the positive experiences which are emerging from our efforts in Boston.

Let me put our program into a particular context so that you will understand it. I do not know whether you are familiar with the earliest history of Boston in its desegregation efforts. The events leading up to September 12, 1974---the first day of court-ordered desegregation for the Boston Public Schools--may be characterized as a series of skirmishes and battles, between the proponents and the opponents of desegregation. Few issues have captured the interest of the imagination of so many divergent forces. The school committee's history of successful evasions and delays was finally ended with the June 21 Federal court decision which concluded that it was in fact operating a dual school system. That historical decision was to be followed by some thorough remedies in the years to follow. These were destined to establish the elements for change in the deepest recesses of the system.

There are many good things emerging and many good programs and the tensions in Boston are indeed reduced. But we had to come through many serious years and many serious conflicts. The changes which resulted from the court order affected both desegregation and quality education. That is the key for those of us who are in the partnership programs--quality education. In March of 1974, a blue ribbon commission was appointed by our governor. This committee ultimately produced a report entitled "Because It Is Right Educationally." This has served as the keystone for future legislative proposals. Eventually, a racial imbalance act was enacted. It provided that schools with a minority percentage in excess of fifty percent were racially imbalanced. Ultimately, of course, the court order did away with all state avenues, state court orders and state decisions, and Federal jurisdiction took over.

Let me move now to the first year of desegregation in Boston. We did not have partnership programs that first year. I was then located at the University of Massachusetts, working with the District #6 area of the city. During the six weeks prior to the opening of school, the school committee

was still resisting, still delaying. The superintendent had very little time to organize the busses, prepare for security, safety, transportation and to hire the personnel necessary for all of the tasks. In the black community, a coalition of agencies and leadership had been formed to develop plans to assure the safety of black and white students in the Roxbury community. It is the black community of Boston and it is important that you remember that because I shall return to it later.

Freedom House, an agency located in Roxbury, established what is called the Institute on School and Education. It was there that the black community met on a regular morning by morning basis; it was there that a command post was established. A rumor information center was set up to disseminate accurate information and data and to answer questions from very anxious parents. Not everyone in the black community, however, felt that the 1974 desegregation was in fact the answer. Charles Glenn, myself and many others in Roxbury had been very active for ten years trying to bring desegregation to Boston and as a result many black programs, storefronts and community schools were established.

There were long hard-fought battles which we felt we had won. Resegregation was yet to come and would take those victories away from us. Many were bitter at the loss of new schools and new programs in the black community for which they had fought so long and hard. There was, after all, no miracle to be expected from Federal bussing of black youngsters to sit next to white students in hostile neighborhoods.

There were many questions which had to be answered for the black community. Why could there not be majority black enrollments in schools located in the black community? Should black students and their parents be asked to comply with a plan which sent those children into hostile communities? Should the state, the city, the school department insure safety? What assurances could the police commissioner provide or offer regarding the safety of students when sixty percent of the police force was related to some parts of the community by marriage or by friendship or by residence? These were some of the very difficult questions which had to be answered. Some of those answers have not yet been made.

Nonetheless, dozens of activities with parents and students were arranged and ordered to diffuse the mounting tensions and to try to build bridges between the black and white communities. Cocktail hours and

dinners were held with parents from various districts and indeed, when the South Boston High School principal and the Roxbury High School principal were invited to one of these dinners with parents, we felt that we had achieved a beginning.

Tremendous energy was expanded in training volunteers to keep the streets safe and quiet. The staff needed help in the massive operation at the Institute offices. Across town in many neighborhoods, other groups and individuals were cooperating to help make desegregation work. Some were willing to jeopardize their own community status by standing up for desegregation in the face of immense community opposition.

When the busses rolled on September 12, 1974, many students did not ride them. Over 8,500 white students and over 9,700 black students, however, did ride busses that morning. Fifty-one thousand students attended school that opening day. Except for three or four schools, the city was relatively calm. South Boston High School with a projected enrollment of thirteen hundred students had fifty-six blacks and sixty-eight whites that first day: more than one hundred students who braved the jeers and the rockthrowing mobs. Roxbury High School, on the other hand, with a projected enrollment of 900, had 235 students and all but a very few were black children. Roxbury High School, in its second year of operation under desegregation, was no longer paired with South Boston, but became instead a separate comprehensive high school.

That first year, however, was a good lesson for all of us. For most of the schools in the system, there was hope for the future and hope for reasonably normal days to come. Throughout the first year, newspapers daily alluded to certain high schools: South Boston High School, Charlestown High School, Hyde Park High School. In truth, however, most schools in the city experienced little or no disruption at all. Attendance, a problem throughout that year, reached a peak of 64,000 students and a low of 41,000. The projected enrollment for that year had been 76,000.

During the year, however, there were heightened tensions, student walkouts, arrests, a stabbing incident and the South Boston High School complex was closed. I believe that most educators today would agree that Phase I was makeshift and inadequate. Desegregation that year was limited to one-third of the schools and about one-third of the student population. Delayed planning, lack of affirmative leadership, high student absenteeism,

bitterness, and frustration provided the setting for Phase II.

In October of 1974 the court established a firing date for Phase II of the plan. It was to be a comprehensive student desegregation plan. The school committee at the last moment, in accordance with its customary habit, failed to submit that document and was later held in contempt of court. However, the document was submitted by a school district employee who was later, as we now say, sent to Siberia.

The significant feature of the plan was the conscious focus on improving quality education in the Boston School System. The plan outlined the programs which the court required so that total compliance could be achieved. Some modifications were made in later years. However, that plan, that first court plan, is, in fact, Boston's desegregation plan. Changes in the court order are alleged to be based upon continuity and stability insofar as is possible. The plan developed several mechanisms to achieve its goal of desegregation and quality education.

One of them was the pairing of community school districts or individual schools with business, cultural alliances and institutions of higher education. The court went on to say these pairings could also provide a focus for the good will, creative talents and unique resources of these institutions. Planning between the public schools and the colleges and universities was to be directed toward the formulation and implementation of programs to provide distinctive, nondiscriminatory educational instruction.

The significance of this pairing effort was that it is a long-term commitment, a promise to the parents of students in Boston, that the institutions with their rich educational resources would concern themselves in a direct way with the quality of education in the Boston public schools. Businesses and universities all had had relationships in the Boston Schools as they have in school systems throughout the country. This court order, however, laid a new foundation. It was a recognition of the resources which institutions of higher education had to offer. It was also a recognition of the sense of deprivation and need in the Boston Public Schools. With those two things in mind, the court called upon both institutions to work together in a cooperative manner.

Under the Phase II plan, twenty-three colleges and universities, fourteen cultural institutions and twenty businesses collaborated with various schools on educational programs. During the summer of 1975 institutions of

higher education contracted with the Boston School Department to begin working with their paired partners. Personnel of most pairings met for several weeks and emerged with a program which they intended to implement by the time schools opened in the fall. These planning efforts were supported by the funds provided by the State Education Department. The universities, colleges and cultural institutions developed various models for involvement. These depended on the availability of resources and personnel to work with the schools. Others assigned faculty members as coordinators with released time from their teaching workloads.

A school by school analysis shows that pairing programs cover a wide mode of involvement. Additionally, this analysis shows that the pairing programs cover a wide spectrum of activity, including classroom teaching assistance, staff development workshops, basic skill activities, college courses, management technique assistance and so on. Each program is specifically designed to address the particular needs of the school or the district of the pairing.

Although there was some reluctance to participate, all of the college and university presidents committed their institutions to at least three years involvement. This was a time period which was thought to be likely to coincide with the judicial involvement. Three years later the number of participating institutions has grown. The continuation is largely dependent upon outside funding sources being made available; however, University and college officials have very mixed feelings regarding the degree to which their involvement can truly make a difference. On the other hand, various reports show that most parents believe that the concept of pairing is good and in many instances, parents select schools on the basis of which institutions are involved.

Like the universities, colleges and cultural institutions, the business community was very leary about entering a potentially violent situation. They did not want rocks through their windows. Business pairings involved eighteen high schools and twenty-three businesses. Programs with the business' institutions ranged from activities which explore the world of work to business employees being released to teach classes in economics, mechanics, food handling in the schools. This program also includes internships and actual part-time placements.

Let me say a few words about the Roxbury-Harvard program. It was my feeling when we began the program that we needed to show that this was a collaborative relationship, an equal partnership sharing. The program is a partnership arrangement between Roxbury High School and Harvard University. It attempts to meet the needs of the school by drawing upon the community resources of the university. The program seeks to help the faculty and staff of the high school in their efforts to bring programs of educational excellence to the students and faculty of the school. As a partnership collaboration between the high school and the university, it was necessary to insure the success of the program and, from its very inception, members of the high school community have been actively involved in every phase of the program from planning through implementation. There is no Harvard Program at Roxbury High School. There is a Roxbury-Harvard Program. Everything which takes place at the high school is based upon mutual agreement and acceptance by faculty and staff of the high school. We make no unilateral decisions, and those who are involved in school intervention strategy probably understand that better than others might.

During the summer of 1975, a committee of teachers, administrators, aides, students, and parents met three times each week in the basement of the Harvard library to assess the needs of the school and to develop the design of new programs. I think what was said earlier about the partnerships and desegregation efforts in terms of their being forced efforts should be repeated. The partnership pairing programs were not decided upon by each school and each university. Universities were paired with the schools by the court. Roxbury High School did not ask Harvard to be its partner. Therefore, the fact that the partnerships were established by outside agencies, and the court in particular, made our initial efforts in this program extremely difficult.

Many of the teachers and administrators were afraid of the people from Harvard, afraid that they would come in with all the answers, afraid that they would take over their turf. And, in fact, those very first efforts which we had attempted were carefully designed so that no one walked in with a tape recorder, no one took notes, no one did anything that gave the impression that Harvard was there doing research work or establishing some special study. We did everything with an eye toward allaying the people's fears that they would someday turn up in someone's thesis or book.

Let me say something about the programs. This is our third year of involvement at Roxbury High School. When we began our planning process in December, 1975, we assessed our most pressing problem as being the inability of students to read. We compiled a list of thirty-eight items on a long needs assessment sheet and reading was the first. We then proceeded to discuss other programs such as biology and calculus. But we kept returning and identifying reading as the central problem. Science and history teachers responded, "We do not teach reading." It was with much pressing and pushing that we did ultimately develop a reading program for the school.

High school teachers, because of their own specialties, feel a commitment to teach only the subject they are being paid to teach. They do not have the skill or the understanding of how to reduce or to transfer or to translate a biology text or a history lesson using a method which addresses reading concerns.

That was where we really began. We established a very large tutorial program with over one hundred volunteer tutors from Harvard University at Roxbury High School. We conducted a series of in-service workshops for teachers. It met with strong resistance. We also conducted after-school training sessions where we were able to offer in-service or college credit. We also hired a reading consultant to be available permanently to address the problem of reading at the high school level and to design a program that we might utilize over a long period of time.

In addition to that, we felt that it was important to establish a baseline of information. Accordingly, we began a testing program. All students were tested that fall. In successive years they have been in both the fall and in spring. The reading component was considered to be the most crucial element of this entire program. In tests administered by reading specialists from the reading department of the Harvard Graduate School of Education, it was determined that eighty-five percent of the student body had severe reading problems and we began a schoolwide reading program which is now an integral part of the school.

As I said, the program concentrated on training school personnel to revise the curriculum; we taught the staff to use readability levels in order to apply the method for establishing usability levels; we ran extensive institutes; we have provided $10,000 in what Harvard University calls scholarship money for the last three summers. It is made available to faculty so

that they may take courses at the university every summer. We have made it possible for faculty members, students and parents to attend courses during the year if they wish to do that. We have established a very large reading room for which thousands of dollars worth of reading materials at the appropriate levels have been bought. We have done everything that we can think of to try to bring reading to the consciousness not only of the students and their parents, but also that of the faculty.

In addition to the reading program, we established a computer program at the high school. In an adjacent area to the reading room are two computer terminals which we placed there for use in a data processing course. This is taught in conjunction with the State Street Bank which is the business affiliated with this pairing. We in the math department have been ninety percent unsuccessful in attempting to train teachers and to provide students with knowledge of computer technology. We have not been able to make massive gains in upgrading the training of teachers.

It is ironic that a high school, which is only one step away from college, maintains such a large gap between higher education and secondary education. This is true not only for students but for teachers, as well. What we have been able to do with the computer program this year is to establish a data processing course with computer hands-on experiences for students. Last year we were able to convince two teachers to come to the university for training in preparation for the course. We have been notably unsuccessful in bringing modern technology and modern science to a secondary educational institution.

We have also established a large career training program. One of the mechanisms of the plan is the establishment of what we call a unified vocational education plan. It has been on the books since the original desegregation plan was formulated. More than a year ago the school district hired an associate superintendent to assume responsibility for direction of the plan. He resigned twenty-one days later. Shortly after that a second associate superintendent was hired. That individual is still on the job, but the plan is no further along. There are some career exposure programs in the middle school but the total actual implementation of this plan is very much in arrears.

In order not to wait for the court or the school system to take appropriate action, we have devised our own plan. We wrote an application for a

grant which was funded a year ago. The project is only beginning this year because of a great deal of bureaucratic red tape. We have now hired a full-time career counselor and a full-time career resource specialist. The program has various components: employee ability skills, career exposure, guidance and instruction and training. Ultimately, we intend to place our students in jobs appropriate to their abilities, similar to what we have been trying to do for the last two years.

After a study of the projected manpower needs in the greater Roxbury area, and an assessment of student interest, it was decided that the career education program should focus most significantly on allied health and business careers this year. The combined resources of eight Harvard teaching hospitals contribute significantly to the introduction of students to the various health options available to them. We also provide demonstrations in radiology and other medical equipment. We have done a full screening of students at the high school to provide health career information in school activities, career fairs, parent fairs, retraining programs, and internship slots to say nothing of visitation days when students shadow employers around.

The program seeks to insure that all students will be well versed in skills such as resume writing, interview ability, knowledge of job availability and the matching of jobs to student interests. In the first year of this program, in a very depressed job market, sixteen of seventy-six students seeking jobs in various summertime and full-time jobs, were placed in positions in the university and nine secured positions in the bank. Additional job placements were made available through Harvard alumni and banking contacts.

The last program I would like to mention is that of the parent outreach program. Roxbury High School is located in an all black community. Tremendous efforts have been expended to insure that black students will be bussed to white areas. Very little has been done, particularly at the high school level, to insure that white students will be transported to a black community Therefore, Roxbury High School is very much underenrolled insofar as its white student population is concerned.

We have established the POP program -- the Parent Outreach Program. The high school has a large bilingual program, the three main language constituencies are Spanish, Chinese and English. We have attempted to employ

a Spanish-speaking person, a Chinese speaking person, and two black parents. We are also seeking to hire white parents. This program is designed to provide as many activities that will draw parents and students to the school as possible.

It is most interesting to me that with the tensions in Boston so greatly reduced, there is significant increase in the amount and degree of parent apathy. Unfortunately, the test of a good school these days is not the quality of education and not the kind of educational programs which are being offered. Very often it is whether or not your school is disruptive. Did you have any fights today? Did the youngsters come home with a bloody nose? Was anybody hurt? Were the busses stolen? Newspapers report that everything is quiet in Boston and the schools are progressing wonderfully.

Yet no one has asked the key questions about the quality of education. Yes, we can shop around and look very carefully and find good quality programs which do exist. But, there is no concentrated effort to establish an overall aesthetically high quality educational program in Boston.

This program which we have established is designed to attract parents to Roxbury High School, to inform them of the opportunities available to the students and to the parents as well. College programs and career training programs are available to all parents. So we do everything that we can conceive to bring parents and the community to the school to support it -- to raise questions about it -- to challenge it and most of all, to be proud of it.

San Diego: The Beginning of a Magnet Program

Jimmie M. Craig

BACKGROUND

San Diego is a newcomer in utilizing magnet schools for desegregation. Although we have established optional programs for the past ten years or so, we did so because of their educational merit and we did not refer to them as magnet schools.

In view of a court order issued on August 8, 1977, the whole atmosphere has changed. The court order mandates that those schools which formerly housed optional programs are to become magnet schools as part of a desegregation plan.

A number of other magnet schools were initiated under the provisions of that court order. Establishment of these schools resulted from a great deal of planning in our district. I can only comment on the beginning stages because that is where we are right now. I can tell you about the process we have experienced in reaching this point. I can report to you very little about results. I did bring with me one tangible result---a letter to the editor which appeared in the newspaper last week. In it a parent comments that in regard to desegregation, San Diego has set a beautiful example.

> "As a parent of a child enrolled in the Intercultural Language School program at Longfellow Elementary School, I have nothing but praise for the atmosphere of good will, harmony, and understanding that prevailed. My thanks to the parents, staff members, and students who made my daughter Kelly feel welcome in her new surroundings."

That letter is a better vehicle to share with you than it would be to tell you about the last kindergarten child who arrived home at 9:15 p.m. on our first day of school. I would really rather not dwell on the negative aspects of our experience.

The San Diego Unified School District is wholly within the city limits of San Diego. The city is surrounded by a number of suburban communities, each with its own mostly white middle class school district. San Diego, in contrast to those districts, is an urban school district with a variety of people--the rich, the poor and concentrations of ethnic minorities.

The District has 166 schools with approximately 120,000 students

in grades K-12. There are 126 elementary schools, grades K-6, with approximately 65,000 students. The pupils in the elementary schools attain fairly good achievement results, at least as measured on test scores. There is fairly good community support, as indicated in the poll taken prior to the initiation of our desegregation plan.

The ethnic makeup of the district as a whole is approximately two-thirds majority and one-third minority. The majority population is declining, while the minority population is increasing. There has been a slight decline in pupil population during the past few years. Most of the minorities in the district are Mexican-American or black. Of the thirty-five percent minority, about fifteen percent are black, fifteen percent Mexican-American, and the remainder are primarily Asian.

From our ethnic census last year, it was obvious that the predominantly minority communities and schools are in the southern part of the district, with one concentrated area educating ninety percent or more minority pupils. A geographical layer of schools which are becoming increasingly minority is on the northern fringe of the minority area. The next layer comprises mixed neighborhoods with balanced schools, and in the extreme north and west the schools enroll predominantly majority populations. There is a considerable distance from those schools which are predominantly minority to those which are predominantly majority.

In 1967, a group of plaintiffs sought to require the San Diego district to balance each of its schools. That action was held in abeyance pending determination as to whether or not schools which had not been intentionally discriminatory should be required to desegregate. The California Supreme Court subsequently ruled that there is no difference between intentional and unintentional segregation and declared that school districts must undertake reasonably feasible steps to alleviate segregation in minority racially isolated schools. The term, "minority racially isolated," was not defined by the California Supreme Court. The trial courts were then given the task of defining which schools were minority racially isolated and what steps are reasonably feasible to alleviate or eliminate racial isolation.

Superior Court Judge Louis Welsh, who heard the case, issued an order early in March, 1977. In that order he ruled that twenty-three of the schools were minority racially isolated--eighteen elementary and five secondary. He directed the board of education to develop a detailed plan

to reduce racial isolation for the students in those schools. He found that there was no violation of the U.S. Constitution and that extensive mandatory measures would probably be unconstitutional and harmful to many minority youngsters. The judge charged the board to "create quality programs designed to integrate, not just to desegregate," and required that a plan be submitted by June 13, 1977.

In response, the board of education appointed a Citizens Advisory Commission for Racial Integration. This commission was broadly representative of the community. It included seventy members, representing civic, ethnic and religious groups, school-community groups and one elected parent representative from each junior high attendance area. In addition, each board member appointed at-large representatives to the commission. The commission was charged by the board with making recommendations and returning a report. The commission worked diligently for several weeks, set up committees, studied options and alternatives, visited various school districts in the nation, and finally adopted a set of recommendations to present to the board of education. In part, it was recommended that a number of magnet programs and schools be initiated.

The board of education also contracted with a private pollster in order to survey public opinion regarding various proposals including reactions to a number of proposed magnet schools and programs. The pollster questioned four groups: 1) the general public, using voter registration rolls; 2) parents, through a random sampling procedure devised to determine any possible differences in the public acceptance of various ideas; 3) students in randomly selected classes; and 4) all staff members in the district. This information was made available to the board of education before a plan was prepared. In addition, the general public had an opportunity for input at a series of public hearings, by telephoning through a hot line, and by the submission of suggestions in writing. A task force was created to work with the board, in order to collate the information which had been obtained from these various sources and then to write a plan. This task was accomplished.

Ultimately, the board adopted a plan and submitted it to Judge Welsh. The plan included thirteen elements, one of which provided for the establishment of a number of magnet schools. The total plan calls for the voluntary movement of students to achieve desegregation. It also includes

a number of integrative activities.

Subsequently, Judge Welsh conferred with the attorneys for the plaintiffs and for the district. He asked that some sections be strengthened and that new programs be added. Included were such items as elementary learning centers and a communications skills improvement program. An amendment to the plan was prepared, adopted by the board of education and submitted to him. A few days later, August 8, Judge Welsh issued his final order for the first year. It is a very brief order and itemizes nine requirements. These included the continuation of all existing magnet school programs and the initiation of several new magnet programs which were contained in the plan, which the board had submitted to him.

DEFINITION

We define a magnet school program as one which is an option to the regular school or program. The program offers a specialized course of study designed to attract students from varying ethnic backgrounds. It also must satisfy all of the following conditions:

--enrollment is open to any student in the district;

--the school or program is different from that to which the student is normally assigned;

--enrollment is voluntary;

--the student population is balanced from a racial-ethnic standpoint;

--the teaching staff, student population and parent community representatives are involved in the planning, implementation, and evaluation process.

The goals of the magnet schools and programs in San Diego are to:

1) reduce racial isolation in the identified twenty-three schools, and also reduce the harmful effects of this isolation;
2) provide integrated education in presently majority isolated schools; isolated schools;
3) prevent school populations from tipping from predominantly majority to predominantly minority.
4) provide parents and students with choices of unique schools or special programs to meet individual needs;
5) offer voluntary options and achieve racial and ethnic balance;
6) provide quality education for students in a multicultural setting.

These goals go beyond the requirements of the court order because, in addition to reducing the racial isolation in those schools which were decreed imbalanced by Judge Welsh, the board was desirous of an integrated education scope for all youngsters in the district.

DESCRIPTION: EXISTING MAGNETS

Several magnet programs have been in operation for a period of time including:

--a primary school with a highly individualized curriculum which was the prototype for the Early Childhood Education program in California. That school was and is in a predominantly majority community with an open enrollment. We converted it into a magnet school and brought in a number of minority youngsters in order to provide a balanced population for that school.

--a school which had developed a career awareness program, infusing career awareness in all subject areas. A large number of minority students have been attracted to this predominnatly majority school.

--two schools which were designated as model schools about ten years ago. Both had programs similar to IGE including multi-grades and individualized instruction. One of these schools is a predominantly majority school which attracts minority students from racially isolated communities; the other is located in a predominantly Chicano community. The program in this school attracts majority students. Students in these two schools enjoy a warm school climate and have maintained high achievement levels.

--a large school in a predominantly minority community with a multiplicity of programs including bilingual education, programs for the gifted, instructional television, and several other programs which appeal to parents of majority students. The population of the school is approximately one-third black, one-third Chicano, and one-third white.

--one school which had been operating for several years as an alternative school is typical of alternative schools around the nation. It educates approximately three hundred youngsters in grades K-12. Decision-making processes regarding the curriculum and the operation of the school are made by the community.

At the secondary level one school, formerly a continuation school, is located in the heart of the minority community. The school was closed and reopened as a career high school with enrollment controls to ensure a balanced ethnic pupil population.

These are the programs which have been in operation for some time. We capitalized upon these and renamed them "magnets." Of course, they became a part of our entire desegregation effort.

DESCRIPTION: NEW MAGNETS

This year we started a number of new magnet schools in groups of two at the elementary level--one located in the predominantly minority community, and one in the predominantly majority community. Students are recruited for and assigned to schools where they improve the racial and ethnic balance.

Two fundamental schools were opened. The program is traditional with emphasis on basic skills, structured environment, dress and discipline codes, pre- and post-standardized tests, letter-grade report cards, and teacher-directed learning. Children were not recruited for a given school; they were recruited for the fundamental school program. They were then assigned to the school in which their racial or ethnic group was underrepresented.

Another set of programs established was the intercultural language school program. One was placed in a school in a predominantly majority community, the other in a minority community. The intercultural language school program is a school-within-a-school and is somewhat different from most bilingual programs. English speaking youngsters are immersed in Spanish. However, Spanish is not taught, per se, but is the medium of instruction within the class. Youngsters in kindergarten and first grade are totally immersed in Spanish; those in the upper grades spend about half of the day being taught in Spanish with a teacher who speaks only Spanish and the other half of the day they are taught in English. We anticipate that students will become bilingual and bic tural. This program has proven extremely popular and recruitment for it was much easier than for any of our other programs. An enrollment of three hundred youngsters had been anticipated, about 150 at each of the schools. However, between 750 and 800 applications were submitted by parents. It has been possible to change the ethnic composition of both schools so that they are racially and ethnically balanced at the present time.

FUTURE PLANS FOR MAGNETS

We have in the planning stages several other programs, such as:

--a Montessori program;

--a performing and visual arts programs;

--a math and science center;

--special child care centers;

--bilingual programs;

--centers for industry and engineering.

We are looking to other districts for ideas. We hope to be able to utilize scheduling changes in various schools in order to attract students to year-round school programs. We also hope to add fundamental and intercultural language programs to our secondary schools so that the present elementary level magnet programs can be continued.

COMMUNITY INVOLVEMENT

Our new programs came into being through extensive and intensive community involvements in both planning and implementation. Each of our new fundamental school magnets was sought by the community. Many schools wanted the intercultural language school programs. Community support was assured before a particular program was located at any school site.

A broadly based fundamental school steering committee conducted a needs assessment throughout the city to make certain that there was interest in the community for a fundamental school program. People from all geographical areas of the school district joined that steering committee to plan the program.

STAFF SELECTION AND TRAINING

Staff selection was important for the success of the magnet programs. Staff was recruited by informing all teachers of the new programs, making applications available to all teachers, then conducting interviews. The teachers' union was agreeable to a change in assignment practices. Eligibility was established on the basis of these interviews. Administrators interested in assignment to one of the magnet schools submitted requests and were chosen by the elementary division of the district central office.

During the summer, teachers were required to participate in workshops to prepare for the opening of school in the fall.

PUBLICITY AND RECRUITMENT

A public relations firm was employed to assist with our general publicity through the mass media. Our local press provided excellent coverage of the new magnets. Television and radio stations broadcast spot announcements. Some of these announcements were purchased; others were donated by the stations as a public service. A series of community meetings was conducted throughout the city about each magnet school and magnet program. Just prior to the close of school in June, a brochure with an attached application blank was sent home with all elementary students. It explained the Intercultural Language School program and the Fundamental School program.

In late August and early September, the superintendent prepared a letter containing information about several programs. This letter was mailed to parents of students whose racial or ethnic group was overrepresented at the last school of attendance. This letter proved to be a productive device and it helped us to achieve balance at several schools.

In order to attain ethnic balance in the magnet programs without causing harm to the racial and ethnic balance in other schools, we established criteria for the acceptance of applications, including the establishment of a waiting list. Parents made application to a program, not to a particular school. Assignments were made to schools in order to improve or maintain the racial and ethnic balance. Pupil/teacher ratios remained the same as those extant in the district as a whole.

In order to make space we moved portable classrooms onto the grounds of those schools needing additional rooms. We cleaned, painted, and landscaped the magnet schools before the opening of school.

TRANSPORTATION

The district provided transportation for students in the magnet programs. Pins representing applicants were put on a map, tentative routes were established and trial runs were made. Contracts were signed with private carriers. Aides to supervise students were employed to ride the busses. Bus drivers and aides participated in district-sponsored training and human relations workshops. The first day was chaotic, even though all of the plans had been worked out very carefully. Busses did not arrive, students were lost, drivers were lost or late, and phone lines were jammed.

We have worked out some of the problems in the system and transportation service has improved.

COMMUNICATION

It is important to keep parents informed, and we have attempted to do that through bulletin, through meetings and through open phone lines.

FUNDING

Funding is mostly a local effort, although we will be receiving some ESAA monies.

RESULTS

Results are encouraging. This year there are ten elementary magnet schools in operation. They serve approximately five thousand students. Almost twelve hundred of those students are being transported in order to improve the racial and ethnic mixes at their magnet schools. Some of the old programs, through extensive recruitment efforts, have achieved an improved balance. One new magnet school which had enrolled only one majority child last year is no longer racially isolated. Another is no longer tipping and is considered balanced. Two other schools have achieved an ethnic balance. There have been many problems during these past few months, but in terms of the results which have been achieved, this has been a most rewarding start.

Magnet Programs in St. Louis

Samuel Miller

In 1970 a group of concerned parents filed a suit against the St. Louis board of education. These were black northside parents who were distressed because their children were being bussed from one black area to a school in another black area. St. Louis has a predominantly black northside, a predominantly white southside, and between the two, a "no man's land." We have been transporting children since 1954. For the most part, this has involved bussing black students from the northern section of the district to the south. The parents who filed the suit stated that they were tired of their children being bussed from one predominantly black school to another predominantly black school. That suit is still under litigation. At the present time, we are operating under a consent judgment decree. Federal Judge James H. Meredith assembled all parties on December 24, 1975 and stated that if we (that is, the St. Louis board of education and the plaintiffs) could indeed come up with a plan to which both parties agreed and if the plan were acceptable to the judge and the court, he would accept it.

Out of this came the magnet school concept. Judge Meredith ruled that we should proceed the planning of the magnet school concept and in September, 1976, implement the plan. It was a Christmas present for all of us and we started working to come up with some ideas for some programs.

On January 16, 1976, a meeting was convened at St. Louis University to which we had invited consultants from our own area, from Cincinnati and from Detroit. An advisory committee of parents, community leaders, clergy and of citizens from every aspect and walk of life was formed so that we could receive additional input from this group. It was determined that we could have twenty-one programs, but since this was far too many, we finally settled upon ten as a more realistic number. At that meeting it was decided that we could attempt to secure supplementary funds through the Emergency School Aid Act. Applications were due in the regional office by February 13, which meant that it was necessary for us to work around the clock to meet the deadline.

We then began choosing our sites. This was a terribly difficult and delicate task. Southsiders wanted the sites on the south side; the

northsiders wanted them up there. So we compromised on a "no man's land" which we call the Main Corridor. School ended on June 4 and we had not recruited a single student by July 1. During the summer, we tried to mail applications to every student in the city. Many families were on vacation and denied that they had ever received applications.

We finally received ESAA funding on August 17 so we were able to gear up and start a program. We had problems with organizing transportation, with recruiting personnel and with selecting sites. It was a year of horrendous and traumatic experiences. Yet some of the evaluations of the program have been very encouraging. Pupils in magnet schools exceeded citywide reading averages at every grade level.

Let me now give you a brief description of the various optional programs which we conduct.

Ten schools offer a strong general education program in science, mathematics, English, reading and social studies. Combined with the general program, each magnet school offers an individualized program which is designed to stimulate the interest and meet the needs of students. Each magnet school has its own highly skilled staff which is committed to the speciality offered at that particular school. Magnet schools provide parents with the opportunity to choose a racially integrated learning experience for their children. We try to maintain a 50% majority-minority ratio and allow for a variance of twenty percent. The schools encourage maximum parental involvement. Magnet schools are available for all grades from kindergarten through twelve.

Pilot programs are offered in some neighborhood schools. These emphasize basic skills necessary for success in the future. They, like magnet schools, value parental involvement and offer parents choices for their children. Pilot programs are available to children in grades 4-12.

There are three supplementary instructional projects located in the magnet schools. These special projects place emphasis on ethnic courage. One deals with law, another with consumer education, and the third with math and science. Two additional programs stress staff and curriculum development and community involvement. In the academies of basic instruction, reading, language, mathematics, science and social studies are taught in the traditional manner. Emphasis is on discipline and order in both teaching and behavior. Students, parents and teachers develop a code of

conduct and dress for each academy. The program fosters traditional American values such as patriotism, pride and respect for oneself, dignity and brotherhood.

Action learning and career education is a program which offers academic development with an emphasis on career awareness, career exploration and the basic skills needed in the community and the world of work. Decision-making skills are stressed in the instructional program. Extensive use is made of resource persons, media, field trips, community involvement projects and actual working experiences wherever possible.

The Computer-Managed Learning Plan is a program which utilizes materials, methods and resources developed or planned in accordance with individual needs. The computer assists the teacher in analyzing student needs and recommends a day-to-day learning program designed especially for each individual student. The individualized programs cover language arts, mathematics, social studies and science. Each student moves at his/her own rate of learning.

Individually Guided Education (IGE) replaces traditional age classrooms with groupings of students based on needs, interest and personal characteristics. Each student receives a strong academic instructional program. Students receive individual attention and learn in accordance with their styles, own rates of learning, and levels of motivation.

The Investigative Learning Center is intended for students interested in learning by discovery. Science is emphasized, but all academic areas are taught and each uses the investigative approach. The contributions of nearby community resources are an important part of the program. Students are involved in individual research projects and participate in numerous field trips to such sites as the Missouri Botanical Gardens, the St. Louis Zoological Gardens and the Washington University Medical School.

The Foreign Language Experience School is designed to provide students with the basic fundamentals of other languages and cultures. Each year students may study the foreign language of their choice, selecting from Spanish, French, German or Italian. They may continue to study their first choice or subsequently switch to other languages.

The Business and Office High School is a new program which provides secondary students with an instructional program emphasizing the development and application of skills related to specific business and office

careers. Students are exposed to a variety of career opportunities in business, group field trips, and work-study experiences. Students develop personal habits which prepare him or her to be a professional and desirable worker.

Students at the Visual and Performing Arts High School receive a basic education and are given an opportunity to study vocal and instrumental music, drama, dance, art, creative writing and speech. Numerous cultural institutions are involved in the program. Students work directly with professional artists, dancers, musicians and writers.

The College Prep Program offers students courses which are geared toward meeting college entrance requirements. Intensive instruction in reading, research and college entrance test performance is offered. Local universities, colleges and businesses participate as resources in the program.

The Verbal Skills Center is designed for students experiencing difficulty in reading and writing and for students with above average intelligence. Students receive daily instruction using an audio approach. The program is highly motivational and anticipates that students progress at their own rates and levels.

The Reading With Understanding Program teaching students specific techniques for the improvement of reading comprehension by emphasizing reading in the content areas, mathematics and social studies. Reading specialists, using a variety of instructional materials, provide motivation for students and help them to increase their vocabulary and understanding of mathematics and social studies.

This September the St. Louis Public Schools began the second year of magnet schools and private programs. Children who attended these classes during the first year found exciting and rewarding educational experiences. Now there is an opportunity to expand the offerings and to make them available to more children. Magnet schools provide educational opportunities with the emphasis on individualized instruction. The programs are supplemented by funds from the Emergency School Aid Act and will help to reduce minority group isolation and improve the quality of education in our schools. We hope that many of our students will take advantage of this exceptional educational opportunity.

The Glen Cove Experiment: The World of Tomorrow School

Jack E. Sotsky

I would like to discuss a program which is no longer in existence. It did last for seven years and was called the World of Tomorrow School. This program was developed by a number of people including Dr. Robert Finley, the superintendent of the Glen Cove Public Schools. I have been in the district for fourteen years and have worked under four superintendents, which may indicate what was or was not going on prior to his arrival. He was brought in from the Midwest with a mandate from the board of education to "shake up" the district. He has now been in Glen Cove for ten years. We worked together for one entire year developing this program.

I am a nuts and bolts type of person and want to go through some of the nuts and bolts of developing the school, which was a magnet type of school. I would like to offer some pointers, if I may, and some pitfalls to avoid if you are going through or will be going through the development of magnet schools.

First of all, you must eliminate the word "better" from your vocabulary. Perhaps you should use the word "different" because your school may not be better than the other schools in your community or in your district. I learned this the hard way during the first year of the development of the program. At that time I was the principal of the building. We used the word "better" very loosely as we visited each PTA trying to attract youngsters to the school.

Our building had been built in 1930; we did not build an air-conditioned plant although we would have liked to have done so. It had been vacant since 1964 because of the state education department order to vacate and close that building---95 percent of the children at that time were minority, youngsters and most were black. So what we did was to take that building and shake it up, as well. It is the old egg crate structure which most buildings are. We eliminated the old auditorium with its bolted down seats and large stage. We established a learning center, we installed a planetarium and we built a photography lab.

In education, most developments take about two or three years longer to be accomplished than is true in most other businesses. However, we did spend one important year before going into that building asking for

1) a voluntary staff, and 2) talking to potential staff members as to what they thought was the quality of good education. What we were really seeking was a commitment to children. Because many people come through interviews rather well, we made some mistakes in staff selection. There were not many, but we made a few. After the first year some of the staff were transferred. That is not to say that they were bad teachers, but for the type of operation in which we were involved, they did not meet the needs we were seeking.

But I cannot emphasize enough the importance of preplanning and being committed on paper once all the talk is over. Get it down in writing, then review it, then review it again.

Who should be involved in the discussions and the planning? We involved not only parents--we also involved children. We wanted them to be turned on toward education. As we all know, many pupils in any type of program can be turned off, depending upon their experiences in it. We did not always take their suggestions, but we listened, and many of the suggestions about which youngsters talked were implemented.

But there was another important factor in the year's development. That was learning to live together as a staff. As the administrator of the program, I did not have all of the answers. The staff did not have all of the answers either, which is why we went to the children and to the community.

We must learn to respect differences. That is why we tried to reach the youngsters, as well, because they were going to attend a school in the part of the city in which the largest black population lives, in the industrial area of the city and on a main highway, as well. We were concerned that white parents would keep their children out of that building, so it was necessary to design a program which would attract (at least that is what we thought at that time) white people. I should really say all kinds of people.

What we did was to go to the community. We went to PTA meetings morning, noon and night and on weekends and spoke to the parents about a different type of education. That was after we eliminated the word "better" from our vocabulary.

Parents wanted to know what we were going to do that was so different that it could not be done in the other schools. One of the concepts behind the World of Tomorrow School was to establish a laboratory for other schools.

We told the parents that we were going to install a teletype machine from the UPI, which we did. We planned to offer photography as part of a curriculum for nine, ten and eleven year olds, which we did. We were going to install a planetarium and make it part of a science course.

We had no criteria as to who was going to come to that school. We did want it to reflect the community. What we did was open it up on a first come, first serve basis. Interestingly enough, the school population did reflect the community of Glen Cove--approximately twenty percent minority, the remainder majority and a faculty which included representation of the ethnic community. But there was one faction which we never did reach in the seven years we were in operation. That was the nine or ten percent Glen Cove Spanish population which is still growing.

Communications cannot be overemphasized. Constant communication between the school and parents, board of education members, community children and the teachers themselves is of critical importance. Again, we learned this through our errors. By not communicating, we discovered that there were wild rumors circulating throughout the community about the World of Tomorrow School; e.g., children do whatever they want; there is no discipline in the school; there is no homework in the school, etc. What we did was to open up the lines of communication. For example, we held a Thanksgiving pre-kindergarten dinner for perhaps half of Glen Cove. This was because all of the youngsters had been invited to bring all of their relatives who lived in the community.

We were concerned about children who came to us with twenty-one suspensions on their records before they had reached the third grade. Twenty-one suspensions by that time can completely turn him or her off to schooling. We were concerned that some of what we were being forced to teach children was just not meaningful to them. Our photography classes went out into the community where one class focused on industry in Glen Cove while another concentrated on housing. We hired a photographer as a consultant. He was one of the most effective teachers I have ever seen. Anything he wanted the children to do, they did.

I was teaching the first year as part of the program and we judged pupils by standardized tests. We were so new at what we were doing that we grouped the children--the low group, the crow group, the scarecrow group and the bluejay group and all the similar Mickey Mouse nonsense. At that time I

taught what was considered an average reading group. I took a chance and said to the photographer, "Take these four youngsters and see what you can do." By June they were reading Hemingway and Steinbeck.

Many programs were taught outside of the building through active rather than passive participation. We are located right on Long Island Sound and were probably the only school district on Long Island which taught drown-proofing to children. Not how to swim, but drownproofing. We used the Y and sometimes the Sound. We had a parent volunteer teaching ice skating in the gym. We installed plastic ice and included ice skating as part of the the physical education program. We provided ice skates for those children who did not own their own skates. Pool tables were also used in physical education. In most schools when children come home, parents ask them what they did and the answer is nothing. At the World of Tomorrow School, it was, "We played pool, ping pong, shuffle board, we went ice skating." I presume it was because of such answers that some of the rumors in the community started.

Children working together to create a community was the theme of the entire school. As John Holt said, a school should be a place where children want to go, not one where they have to go. That was what we wanted to create, and that was what we did create. However, some youngsters created other items such as graffiti on walls and in bathrooms as well as in hallways. We sat down with the culprits and we said. "Hey, this is our building and one or two children cannot spoil it for us." They repainted the entire bathroom. That, too, was an important learning experience.

But, there were also students like Stanley who may someday grow up to be the mayor of Glen Cove, but who, in the meantime, has many problems. He is obese and other children make fun of him. He has skills, although at this stage he does not believe that. Some of us more or less adopted Stanley as our brother. He wandered in and out of the building many times. On several weekends he stayed at my house, so that I could convince him that he is worthwhile in spite of his very difficult background. Stanley is white, which only shows that you do not have to be black to be poor. Regrettably, many people think minorities come mostly in one color or shade. That is not true. There are many youngsters who have problems and it is one of the jobs of the school to wrok with all them in a meaningful way.

Almost all the elements of this school can be duplicated in other

buildings because they are not that unique. What was unique about the World of Tomorrow School was the climate, the atmosphere that pervaded the building. If you are sincere with children and with your staff members, they will all respond to you in a positive manner. If you treat children with dignity and respect, it pays positive dividends.

One of the programs in that building was the prekindergarten. It was funded by the Bureau of Child Development and Parent Education of the State Education Department. There are over fifty such funded programs and Glen Cove has one. One emphasis in Glen Cove is not only working with these children, but also working with their parents. All too many parents are themselves, turned off toward education. They have had negative experiences in schools and that is the image that remains with their children and with many of these adults, as well. So we invited parents to become part of the program. Teachers working with children just at the right place and at the right time. One of the important factors in the school is communication between the teacher and the child. We stress individual communication, not group lecturing. We believe that on a one-to-one basis we can really try to begin to know the child.

Another of the advantages for children coming to the World of Tomorrow School was that they remained in the school for as long as three years. So we know the students. It was necessary to take six to eight weeks to become acquainted with a youngster. During the summer we wrote to them asking what they would like to learn. Here is a portion of one response which we received. "Why do we not raise sheep at the school and in that way we will not be forced to use gas or oil or pollute the air?" The superintendent thought that was a super idea, except I asked who was going to care for the sheep during the winter. His idea, of course, was to build a barn.

The W.O.T.S. Express was a newspaper on current issues which was issued on an irregular basis, but when it did appear, there were forty-five to fifty pages. We had a teletype machine, and when anything important happened, a bell was rung and the children went to the newsroom to read the news. We invited the editors of Newsday and the Record Pilot, a local newspaper, to be the teachers of the newspaper course.

What I have been discussing finally depends on a reallocation of funds. The World of Tomorrow School was not given any more money than was any other school except during the first year for start-up purposes. Even this

was basically for renovation of the building. We received an NDEA grant, as well as a state grant for the purchase of equipment. No other school in the district was going to give us its pencils and papers because we were already singled out during that first year as that school. Let us "get" that school.

In the learning center we erected a tree. I have mentioned vandalism and graffiti in the school. We named this tree "the tree of goodness." Anytime anyone in that school--student, teacher, custodian, secretary, aide, parent--did anything of a positive nature, we held a tree ceremony. Once a week there was an all-school meeting in the learning center. Part of the meeting was devoted to an airing or talking about problems. Again it was the community feeling which we sought. But anytime anybody did anything positive, a leaf was attached to the tree with the name of the student or other person and a picture was taken. The youngster was given the picture to take home with him. Not one leaf was defaced in the many years during which that tree existed.

When I advanced this idea of such a tree to an administrative council meeting, one principal said that in his school it would be burned down; another said the pupils would tear it down. And yet our children were no different from those who attended other schools. Except for the photography laboratory and the planetarium, we did not put any additional resources into the school. This was so that teachers in other schools could not say to us that it was all of the extra money and supplies and equipment which made us succeed. Our children had generally the same median I.Q.'s at the various grade levels. But every evaluation exceeded or met the predicted growth of every youngster in the program -- every youngster in the program.

Let me stress one other item: the success of the program was due to the total involvement of the personnel. No one person could say that he or she did it. We did it; it was not only the administrator and the superintendent and the people whom he brought in from across the country to decide what to do with that vacant little red schoolhouse. It was a total effort and it was difficult. The school closed two years ago and what we had hoped to do has been accomplished to a considerable degree. We wanted to take some of what we had learned at the World of Tomorrow School and develop viable options in the other five elementary schools as well as in the middle school. We think we have succeeded in that endeavor.

New York City: Three Thematic Magnet Schools

Sanford Gelernter

Lawrence Costello

Robert Rappaport

Barbara Christen

Sanford Gelernter

With me today are three magnet high school principals who will describe some of their experiences in those schools. Let me first say a few words about New York City and its Board of Education. Neither I nor any of these principals know how big New York City really is, so we cannot really describe it in that way, but there are ways in which it can be described. In the 1975-76 school year, there were 989 schools of which 543 were Title I schools. The student population of the schools was 37.3% black, 28.2% Hispanic, and 32.1% white. The other 2.9% was composed of other minorities. It is approximately that way now except that we have a growing minority population.

There are 1,160,000 students in the city, 315,000 of them are in high schools. There are 110 different high schools. I formerly taught at Brooklyn Technical High School, which could have been called a magnet school. I mention this because students came to Brooklyn from all of the boroughs. It sometimes took them an hour and a half or more to come from Staten Island or the upper reachers of the Bronx or the outer reaches of Queens. Nor was it unusual for students to travel an hour or more to come to Brooklyn Tech from places in Brooklyn or in Manhattan. I mention all of this so that you can get some idea of the dimensions of the travel problems which we face. When the idea of magnet schools was developed, it came about at least in part in order to deal with the problems of desegregation, but it has not always succeeded in dealing with those problems. It has had other effects on the schools and you will be able to hear about some of them when the principals speak later.

Someone recently mentioned that the old vocational schools and the specialized high schools might have been considered magnet schools. Perhaps you do not remember that the book The Blackboard Jungle was written about a vocational high school in New York City. A magnet school may not necessarily always be a good school. When the conditions for the entrance of students

into vocational high schools in the New York City schools changed--- that is, a reading exam was required for admission---then vocational high schools improved their image. As a result, there are now many more applicants for vocational high schools than there are for academic high shcools. This change in policy had its effect on the academic high schools, too, and the problems within the academic high schools have increased as a result.

We are not going to speak about magnet schools in terms of specialized high schools and vocational high schools today. The magnet schools we wish to discuss are comprehensive high schools which maintain a theme. They are comprehensive because of the variety of programs they offer. They are also comprehensive because they provide their students with widely varying skills. Dr. Costello, principal of August Martin, the first comprehensive magnet high school in the city, will discuss how that school was developed and to what extent it has helped to maintain a desegregated population.

Dr. Lawrence Costello

If desegregation alone is the objective of the magnet school, then perhaps an evaluation of August Martin must necessarily be a negative one. August Martin had a rather unique start. There was an old vocational school in South Jamaica, almost completely isolated from the rest of the city and surrounded by black ghettoes. It maintained one of the worst reputations in the city. The community wanted either to tear it down or to convert it into a community college. An unusual group of community leaders, assembled parents, FAA staffers, NAACP members, the Urban League, the Port Authority, the Board of Education, New York City University, the Transport Workers Union, and the Borough President's Office were all represented.

We applied the magnet thematic concept at the school in a three-pronged way. First, we brought the excitement of aviation into the school and brought youngsters out to various activities which expose them to the exciting, dynamic aspects of aerospace aviation. These activities helped to generate excitement among the children. When we dedicated the school the ceremonies were held outdoors and distinguished guests were delivered by helicopter. We also invited presidents of various airlines to address the youngsters.

We started five years ago to create the most extensive flying program of any secondary school in the country. We started with fifty planes and

fifty students flying planes. We included both ground instruction and simulated flying instruction. We now have 150 youngsters in a program which we developed in collaboration with the State University at Farmingdale. In the school we have assembled the pilot section of a DC 10. We are now constructing a BT 4. This is a small four seater plane. Last year, in collaboration with the Port Authority, the students and staff built an exact replica of the Wright flying machine as part of the bicentennial celebration. Until there was a fuel shortage, every freshman flew in a 707 and received a geography/geology lesson in the sky above the City of New York.

The second prong was the curriculum. We use the theme of aerospace in all aspects of the curriculum. There are certain required courses. The practical arts are applied to aviation so that ninth grade aviation student's must study the principles of flight in science and the history of flight in social studies. The aerospace theme pervades all aspects of the curriculum--aerospace problems are presented in algebra and geometry. In foreign languages, students order a plane or buy tickets. Social studies is related to air age geography. In English, students read such books as Jonathan Livingston Seagull, Fantastic Voyage, and Planet of the Apes. In business subjects such as typing, youngsters type their exercises from information taken from the aviation field. Our IBM system III provides students with data processing experiences from program processing right through to the printout, all in the same room. From this, they are able to develop airline schedules.

The third prong is career education. As a comprehensive high school, third year students must opt either for the straight college preparatory course or for business careers. The careers are in aviation, but they are not in the mechanical fields. There is a great aviation school in Long Island City for that. In the more technical areas, there are three levels. The so-called less technical skills are provided to youngsters through training in ground support, field maintenance and repair and airport servicing. Middle level skills such as passenger servicing, travel and tourism, and secretarial skills are also taught. Finally, high skills which are taught are avionics, traffic control, aerospace medical technology and flying. We also have an innovative program which permits youngsters to be out of school for ten weeks during one cycle when they are working in various jobs at the airport. They are able to return and take independent

study programs in order to make up any regular school work which has been missed.

If you were to judge our school on the basis of some of the criteria I have mentioned, we are very successful. There is strong teacher commitment and the school climate is a positive one. We had proper planning, student involvement and application open to all. We are strong on basic skills and there is good academic achievement. August Martin has adequate transportation, safety, and community involvement.

Now what is the bottom line? Despite all of our efforts, 85% of our students are black, 12% are Hispanic, 3% are called others. Our parents are not only satisfied but they are enthusiastic. Our applicants are voluntary enrollees. Any youngster may attend the school irrespective of the section of the city in which he resides. If black and Hispanic children choose to come, they are the students. We are providing quality education. We believe in integration, but if we can not have the kind of integration we would like to have because of socioeconomic circumstances in New York City, we want to provide the best possible education that we can. We want to prove that education in the inner urban area can be a successful endeavor. Our attendance in this school which once had the highest truancy rate in the city is now running at about ninety percent. We receive 1,800 applications a year for just seven hundred seats. We have a strong commitment from the board of education. There is presently underway a renovation program of two buildings at a cost of ten million dollars. Our advisory commission from the community has met once a month for the last six or seven years and provides constant input. This is the story of August Martin High School.

Robert Rappaport

I am the principal of Beach Channel High School. This school, located on the Rockaway Peninsula in Queens, has integrated oceanography and the marine sciences, into all areas of the curriculum as a motivational theme. I believe the high interest in the oceanic sciences will motivate the youngsters in the city to maximum achievement in the pursuit of their components.

We have integrated oceanography into the curriculum so that we make use of the natural clays that the youngsters dig up along the peninsula in the art classes for example. The students use sea shells to make mosaics and driftwood to make various designs. In math classes they solve problems

involving oceanography, rather than just plotting y against x. They plot pressure against depth, solidity against temperature and suddenly, graphing becomes a meaningful activity. In social studies, we begin with a ten-week cycle on man and the sea. The development of the earth from the multi-sphere cooling is studied: how oceans formed, how the oceans faulted the coastlines and how this caused navigational problems. Suddenly, geography and history become living, meaningful activities. In English, literature of the sea is read. In shop classes every ninth grader turns out a ship's wheel and in doing so, learns to use every power tool.

What seems most important to me is that if any magnet program is to improve integration, it must truly be comprehensive. There must be programs for all levels of ability and for students with all types of interests. What we have done at Beach Channel is to provide professional level courses for those upper term students who are interested in oceanography such as advanced marine biology, advanced physical oceanography, geology, nautical astronomy and meteorology. For the last subject, we have established our own weather station on the roof. For middle level students we provide technical programs in marine electronics and the repair and maintenance of communications equipment. And for the student for whom high school will probably be terminal, we offer courses in marine power plant mechanics, marine electronics and marine maintenance.

In each and every case, though, there is enough carryover so that youngsters are not locked into a program. In marine power plant mechanics there is a carryover to the automobile industry. Marine maintenance carries over into construction. That is most important. In order to work at integration, then, there must be programs to meet all levels of student needs.

We frequently talk now of applying business management programs to the school system. As far as magnet schools are concerned, it is my view that it is imperative that merchandising is emphasized. If the magnet school is to be truly successful in improving integration, the program must be sold. When I was associated with August Martin, posters were placed in every bus and every subway car servicing the entire area. Their content related to aerospace at August Martin.

We have emulated that program at Beach Channel. We have sold the program, using various techniques to make it attractive and to emphasize the name. Every student who comes into the school receives a little gift

welcoming him or her. One of these gifts is a key chain shaped in the form of a ship's anchor. We speak at all of the schools in the borough and in the city to acquaint people with what oceanography is and what Beach Channel does to meet the needs of its students. What has happened is that we now receive 3,000 applications for 300-400 slots. It is important that we sell the programs to the students, to the parents, and to the community.

There is one final caveat to keep in mind. Schools may be desegregated but in-school integration may still not exist. It is important that every program in the school be integrated if the student body is desegregated. That means the teams, that means the clubs, that means the classes, and it may mean that heterogeneous grouping by ability in classes must be maintained. You should be aware of what we have done at Beach Channel. We have approximately 30% black and 10-12% Hispanic students. We insist that every activity must be desegregated. Although the basketball teams in our city tend to be predominantly black, we insist that several white students be on the team even if they are sitting on the bench. The tennis team, on the other hand, tends to be white, so we offer special electives in physical education to train youngsters in tennis and make this sport an integrated activity. This is important. If it is to be successful, there must be safeguards to insure that classes and activities within the school are integrated.

Barbara Christen

I was appointed principal of Murray Burgtraum High School on June 4, 1975 and I shall never forget the head of the High School Division looking me in the eye and saying, "Barbara, this place must open on September 8." I had exactly three weeks in June before the semester ended in which to assemble a faculty. We were able to conduct a three-week summer institute to work with the faculty which was still being recruited. We were told that our building would not be ready by September and were forced to find space elsewhere. I owe an incredible debt to Pace University which offered us twenty classrooms in which to house our 550 students for that period of time. Without that cooperation and assistance, I do not think I would have been able to handle things. We did open to everyone's absolute astonishment, I believe, on the eighth of September.

Back in the 1960's, the business community in lower Manhattan decided that a high school was needed to fill their growing need for employees.

Central Commercial High School on 42nd Street had always had advisory boards which worked closely with the Manhattan business community. In about 1970, a number of things came together. The business community found that they could not fund their own school, the nature of the city's population had changed and the Educational Construction Fund was established to utilize commercial sites for the housing of public schools. My school was not funded by New York City or it would not have come into existence. It is a twenty-five and a half million dollar building, the entire cost of which came from the lease of air rights over a piece of property right next door to the Brooklyn Bridge in lower Manhattan. The monies from those air rights occupied by the telephone company tower have paid for the building. The equipment which was paid for by the city was included in the 1974-75 budget. I may have been the first principal in the city to realize how really poor the city was. The budget crunch hit me on the first day of July of that year. Fifty-two teachers were expected to start and we immediately lost seven. Let me say something about the development of curriculum in a magnet school. When I came on board, I was the school. There was myself and about 550 applications of children who had already been accepted by high school placement. The first thing that the faculty had to do was implement the beautiful, marvelously written generalities about the concepts of business education which had been batted about for eight years between the business community and the High School Division's Bureau of Business Education and Employment. Those guidelines spoke of banking and finance, real estate, and insurance, but these items did not exist as educational programs. We had to start some programming which would indeed make this school a center of business education.

Our students were ninth and tenth graders that first year. We felt very strongly that the moment they set foot into wherever it was we were going, they would have to be immersed in business. Typing and business orientation was mandated for everybody. We have since limited that to ninth year students because of the pressures of the various areas of concentration.

The curriculum actually grew out of several major factors. The first is the educational option of the school. The students are coming for business education and that is what they must have. The city already had

in existence curricula in accounting, marketing and secretarial studies on at least the lowest level. The location of the school (right next to Chinatown) dictated our taking advantage of the fact so we teach Chinese and one of the areas of studies which everyone pursues is related to the Orient. In social studies, we developed a very successful course for the American trade centers. We are now developing courses which will integrate science and social studies classes and environmental science and environmental social studies.

That area in lower Manhattan is really the one where American history began. It provides a sense of the history of the country and of the history, particularly, of New York City. The location dictated the setting up of advisory boards. These have been established. The site dictated the utilization of interns in the business community. Implementation of that effort has begun.

We have sent children to the Chase Manhattan Bank, to the World Trade Center, to the Telephone Company, to Western Electric and to many of the major companies downtown. Sometimes they go for a ten-week cycle, sometimes for a portion of the day there, and sometimes for a day a week. This varies according to the needs of the student and the program.

The location dictated the setting up of an area of concentration in legal studies. We are directly across the street from Federal, State and city courts. The location dictated the goals of the school---to be an integrated one and that it be academically as well as quasi-vocationlly oriented. One of the requirements established was that everyone is required to study one year of language.

It is essential that we cut across all ability levels. It is easy to set up a program in computer science--easy if you have the time and the money for upper level academic students. It is not so easy to set it up for students of less or fewer academic gifts. We are in the process of doing this. We do intend, indeed, to prepare these students--they are all races, colors, creed--to move into the business community and into entry level jobs in the field. They are receiving very good training in the school.

Let me add just one more thing. Integration is essential. In the case of Burgtraum High School, it has worked. We draw enrollees from the entire city. We began the very first year when children were selected at random. This was before I ever appeared on the scene. We began that year with a

95 percent minority group population. When I heard the racial figures for the city recently, I was astonished because they are exactly the percentages that our school has. Approximately forty percent of our students are black, approximately twenty-five percent are Hispanic and approximately twenty percent other. The city's minority percentage is now 85% and so is that of our school. It is working. We have boys as well as girls. We have motivation. We have attendance. We have real specialization and we have an awareness on the part of youngsters and their parents that there is something good going. Therefore, it is a place to which they would like to come and to which they are coming.

The World of Inquiry School: The Magnet That Moved Downtown

Harvey R. Granite

I am going to talk about two related topics this morning: the broad issue of integration in Rochester, which has produced many magnet schools of various kinds, and the specific issue of Rochester's World of Inquiry School. It is now entering its eleventh year of existence. It is a survivor of the peculiar history with which I shall begin.

The World of Inquiry School is one of the outcomes of several different strategies which were devised to defeat school segregation in Rochester. It was established in the early 1960's by our then Superintendent of Schools, Herman Goldberg, who as early as 1963 was upsetting his big-city counterparts in other parts of the state and the nation by speaking and writing articles about "Open Enrollment," "Triad Plans," and "Urban-Suburban Cooperation in Organizing the Community for Change." The Rochester World of Inquiry School, the one I am here to discuss, was forged in the fires of the 1964 riots in Rochester's black ghetto and was tempered with ESEA funds which in the mid-60's began to flow from Washington.

In 1967 Rochester received a grant for its Center for Community Action in Urban Education, including Project UNIQUE, an acronym for United Now for Integrated Quality Urban-Suburban Education, and for such components as the Urban-Suburban Transfer Plan, the Community Teacher Program, SPAN (School-Parent Advisors for the Neighborhood), a Downtown Satellite School which enabled people visiting the largest department store in the city to see integrated, innovative education in action, teacher internships, and the nationally recognized World of Inquiry School. Some of these programs are still in existence in Rochester and their influence is felt widely throughout the country.

In the late Sixties the World of Inquiry School was not Rochester's only magnet school. With state desegregation funds we also set up neighborhood magnet schools, offering programs in foreign languages, Asian-African Studies, and classes for the gifted. Desegregation, of course, was based upon voluntary transfer of black and white children to these centers. At that time we were successful in convincing white parents that their children

should attend schools in black neighborhoods in search of the special programs the magnet schools were offering. Nevertheless, we were losing the battle to desegregate Rochester's schools. Many elementary schools continued to be ninety to one hundred percent black; many others were mostly white. The imbalance was not merely continuing, but increasing, as it was in most cities in the northeastern corner of the United States.

Under Dr. Goldberg's leadership, with the support of principals, teachers, most of the black community, and a strong coalition of liberal whites, a plan was established to desegregate the city through a complex process of zoning and pairing schools. The reorganization began in 1970, but by 1971, when many older youths were reacting against changing high schools, bitter resistance to reorganization developed, especially among working class and lower middle class whites. Private nonaccredited "black schools" sprang up, nearly all white, emphasizing "basic" education in a neighborhood setting. Other forms of resistance to integration began, ranging from school riots and rocks thrown at busses to absenteeism, rumors, and the organization of such groups as RNSC (Rochester Neighborhood School Committee), dedicated to the abolition of the integration plan.

In the fall of 1972 the anti-reorganization forces, led by a former vice-mayor of Rochester, an attorney who promised to repeal the integration plan, captured the majority of board seats. Ironically, they were elected after the Rochester schools had passed through the crisis of the first year of the plan. We were having a peaceful year and the plan was working. It was with reluctance and the expectation that their actions would be overturned by the courts that the anti-reorganization board members rescinded the integration plan. This was what they had promised their supporters and they waited for what everyone believed was the inevitable injunction declaring that action to be de jure segregation.

A group of integrationists immediately filed for a stay, for a reversal for some kind of court action, but it did not come. An appeal was directed to the New York State Commissioner of Education. But Commissioner Nyquist could not act, he explained, because the case was in the courts. The Federal judge hearing the case first rejected the action on a technicality and then stalled, waiting for a decision in what he believed to be a similar case pending in Denver. Meanwhile, he was quoted in Buffalo newspapers as sympathizing with white parents who hesitated to send their children to

schools in black communities. Finally, rather than render a decision of his own, the judge died. Apparently the decision died with him.

Nothing more has happened in Rochester to overturn the anti-integration policy reversal. The decision has never been successfully challenged as an action of de jure segregation, although it overturned the legally established integration plan of Rochester's schools. The board of education, which continued to proclaim the rightness of voluntary programs, stamped out most aspects of the involuntary school pairing or zoning which had reduced much of the racial isolation of the city.

Some of this action by the new board was halfhearted. Once in power, the board could see that many of the programs against which it had fought were effective, but the new board members had made many promises to their supporters. They felt constrained to keep neighborhood schools at any cost.

In the spring of 1973, the new majority even moved against three alternative schools which had survived and which were perceived as the last enclaves of liberal black and white integrationists. They tried to cut from the budget all theee citywide alternative schools, the World of Inquiry School, the Interim Junior High School, and the School Without Walls. This last challenge was blocked by a massing of forces in support of the schools. But the great pro-integration coalition of whites and blacks, led in the late Sixties by parents and college professors, by school administrators and the teachers' unions, and by the black activist group, FIGHT, and its president, Dr. Bernard Gifford, had dissolved. The struggle for the alternative schools was the last stand of that coalition.

White leaders were moving to the suburbs. Bernard Gifford had moved to New York City. Teacher unions became more concerned with salaries and working conditions. Administrators began to carry out the policies of their new school board. The coalition soon disbanded.

Other ironies evolved. The parent councils, which had been set up within the zones to advise the board on integration under the reorganization plan, became bastions of white self-interest. In 1976, they actually opposed attempts by the board to implement the voluntary ESAA program. (Perhaps I should explain that beginning with the 1972 election, the school board was elected through so-called nonpartisan slates rather than through political parties. There were no longer Democratic or Republican slates; there were slates based largely on the approach of each board member to the

integration question. Today identification with a slate is much less consistent.) Throughout this period the board continued to support voluntarism, explaining to the public that it did so in order to avoid court ordered bussing.

As a result, Rochester continues to bus thousands of minority children to white outer-city elementary and secondary schools and eight hundred children to the city's suburbs, all of them voluntarily. Many of Rochester's special programs now contribute to the open enrollment program. These include classes for the gifted, bilingual classes, and the citywide technical high school. All of them were at one time essentially segregated in one way or another. Today most special programs are well desegregated. The technical high school, for example, achieved a minority population of about thirty-five percent very rapidly. Its minority population had been less than ten percent just a few years ago.

Basically, however, Rochester is becoming increasingly racially isolated. The number of virtually all black schools remains high and is growing. The public school population as a whole is 53 percent nonwhite in a city which is less than 25 percent nonwhite in total population.

Throughout the period I have described, the World of Inquiry School has miraculously survived--a little beacon of what is best in American elementary school education today. It began in 1967 in an empty school building, in a transitional neighborhood. Last summer, after ten years in one location at School No. 58, it moved to a new location to share a neighborhood school building on the other side of the city in a downtown area. This new location is a landmark building in a sadly neglected part of the city. We hope that this move may help open new doors to the World of Inquiry School and its pupils.

The school is integrated by design. It is not a neighborhood visitation school, but rather a district-wide school with about four hundred children on its waiting list. Each day begins with a family group. Each family group is a minimodel of a school group. There is one preprimary family group with thirty-five children, three primary family groups of forty children each, and three intermediate family groups of forty children each. Children are not grouped by age any more than are the children in a family.

In each family room the children learn basic reading, language arts, and mathematics skills. The other areas of learning are interest centers,

each with its teacher resource specialist. Children work alone, in groups, or with a teacher. Much of their experience is individual choice. The interest centers are in art, music, library, physical education, social studies, industrial arts, and visual awareness. From time to time, the school receives small grants which enable us to bring professional artists, television specialists, and filmmakers into the school to visit, teach and work with the children.

Children plan their own programs, selecting from interest centers, as well as following through on their own reading and mathematics skills. I should stress that the children run the entire intellectual range from slow learner, and sometimes below, to gifted. The balance of freedom and responsibility seems to work very well. Some of the reading and math scores from this combination of directed and self-directed activity have been extremely high--among the highest in the city.

There are no rows of desks to be found in the rooms--teachers and students are as likely to be sitting on the floor as at a table. Children move freely from area to area throughout the day. The atmosphere is alive with voices and constant movement. All doors are open to children, staff, parents, community and other visitors. During the first three years of the school's existence, about twelve hundred visitors came through the school building, talked with the children and spoke with many of the teachers about the instruction that was going on around them.

Traditional report cards are not used. Instead, teachers keep their own detailed record of each child's progress and evaluate those records with parents at a personal conference held once during the year. At the close of the school year, each parent receives a comprehensive written report which includes achievement test scores for the fall and spring, written evaluations of reading, language arts and mathematics skills, and written evaluations from each interest center.

The reporting system has been adopted in full or in part by most of the other elementary schools in the city. Now, instead of using a standard report card, many Rochester schools may, if they wish, develop their own.

Children at the World of Inquiry School are viewed as unique individuals; so are teachers. They have freedom to experiment and develop their own methods of teaching, as well as to select and order their own instructional materials from a variety of resources. In mathematics, the Individual

Personalized Instructional Systems approach is utilized for all children from levels two through eight. Children are assisted by staff resource specialists in reading growth and development. This is accompanied by a continuous process of diagnosis and prescription.

Let me read from the World of Inquiry School Philosophy of Instruction:

> Each child is a unique human being with characteristics and potentials that may exist to some degree in others--but never in exactly the same way. The children of a given age differ widely in physical, social, emotional, and intellectual development. Therefore, chronological age is not the basic determinant of readiness for learning. Learning takes place best through active involvement of the learner, and interest in learning is best stimulated when the processes are those of Inquiry and Discovery.

That is why we hope the new location of the World of Inquiry School on the edge of downtown at the edge of the cultural and development areas of the city, will open up new possibilities for learning and exploring and for inquiry into the life of the city. Now children can walk to banks, department stores, museums and galleries, and can actively take part in all of those activities.

The school's philosophy also speaks of its commitment to integration:

> Children have differing styles of learning. Some require cognitive experiences in order to acquire concepts and skills while others respond better to more affective kind of experiences. Children brought together from differing educational cultural, racial and ethnic backgrounds can be prepared to deal more effectively with human problem solving experiences than those who are not in an integrated setting.

The World of Inquiry School has had many imitators, some of which you have already heard described during this conference. It has even had imitators in the Rochester area. In 1973, when it seemed possible that the school might be discontinued by the board of education, a similar school was written into the ESAA intradistrict proposal to guarantee its continuation. The Rochester World of Inquiry School survived its budget crisis, however, and for a brief period of time there were two World of Inquiry Schools--one in the city and one in the suburbs. Its most recent counterpart is operated by the State University College at Brockport, twenty miles from the city. We believe that now is the time for Rochester's World of Inquiry School to help move integration in Monroe County forward, that is, to move the focus of urban-suburban integration from the suburbs back into the city.

Three Magnet Schools: Models for Integration

Norman Gross

An article in The New York Times of September 12, 1977 was captioned: "Magnet Schools in Boston Termed Aid to Integration." The lead sentence observed, "As Boston schools opened peacefully this year for the first time since Federal District Judge W. Arthur Garrity, Jr. ordered the city to desegregate in 1974, parents and educators got the opportunity to notice something else that finally seemed to be working properly: the experimental 'magnet school' program, established by the court in 1975 as an alternative to the bussing program." This article notes that one-fourth of Boston's 70,000 public school children will attend twenty-five magnet schools this year. According to Dr. Muriel Harris, the superintendent of the magnet district, these schools provide "a classic example of voluntary desegregation." From that brief newspaper account, the Boston conclusions appear to be similar to ours.

I have been involved actively in efforts to reduce minority group isolation in Rochester and Monroe County schools since 1963. Since 1966, I have been the Administrator of the Urban-Suburban Interdistrict Transfer Program (project US). Project US was one of the nine components of Project UNIQUE (United Now for Integrated Quality Urban-Suburban Education), created under Title III of ESEA, largely through the efforts of Dr. Herman R. Goldberg, then Rochester superintendent of schools.

The major objection of Project US was "the reduction of minority group isolation in Monroe County, including the City School District of Rochester." In September, 1965, in response to an invitation from the West Irondequoit Central School District, twenty-five first grade minority group pupils voluntarily transferred from Rochester to suburban West Irondequoit schools. This was probably the first interdistrict transfer to reduce minority group isolation in the nation. These students were graduated from Irondequoit this past June. This was another first.

While it is not my intention to give a detailed description of Project US at this time, certain observations regarding interdistrict transfer programs are germane to this discussion of the role of magnet schools in integration. It is readily apparent that most cities cannot desegregate their schools alone; transfer across district lines with suburban districts

districts is necessary. Rochester's schools are 53 percent minority. It cannot desegregate without suburban involvement.

The suburban school districts are virtually all white. No suburban Monroe County district has a minority group population of more than 7.8 percent. Several have no minority group children. Although voluntary interdistrict transfer programs can be successful in many ways, there may be some drawbacks.

Transfers are usually one way--city to suburbs. Considerable effort is required to establish that the transferred children are "educational residents" and not "guests." There is need to establish that the school is not "yours" or "theirs," but "ours." Everyone attends as an equal. "Bussing" is not a code word, since virtually all the children are transported to the school. "Magnet" and neutral site" schools provide a splendid opportunity to take the next needed step in desegregation.

Let me now describe three Monroe County schools which might provide models of "magnet" or "neutral" site schools.

The first is the Clara Barton School, a magnet which was located in the heart of a black neighborhood. Since efforts were made to attract voluntary transfer pupils by means of enrichment programs, the school fits the ESAA definition of a "magnet school." These programs included special instruction in mathematics and science, remedial reading, a French program and a Far Eastern Studies program. In addition, Project Beacon, a black studies program designed to develop self-esteem in black younsters, was offered to all children at the school.

Before the program began in September 1967, the Clara Barton School population was almost totally black. After the campaign to attract white children to the school, it became 16 percent white. Lack of space prevented many additional white children from attending the school.

Although by the HEW definition the Clara Barton School could not be considered a racially balanced school, its establishment was a remarkable accomplishment. It proved that many white parents would voluntarily permit their children to be transported to a school which offered them an attractive program. The substantial number of minority group children did not prejudice their choice. In fact, a survey of white parents revealed that a majority wished their children to have the opportunity to interact with minority children.

The Clara Barton experiment in reverse bussing was not without its problems. The campaign to recruit white children was fraught with tactical errors. Platoons, including Superintendent Goldberg, were armed with slides and prepared statements describing the school's enriched program and extolling integrated education and dispatched throughout the white areas of Rochester. They met with groups of white parents in successful recruiting efforts. Applications poured into the school district office.

This courting of white parents, however, almost proved to be a disastrous mistake. Black parents residing in the school's neighborhood expressed resentment at not being accorded similar attention. After all, they pointed out, if white children were to be admitted to the "beautiful new Clara Barton School," some black parents would have to send their children elsewhere. If the program at the school was to be as attractive as described to the white parents, would not black parents be in error to transfer their children to other schools? Aware of these valid criticisms, strategy was changed by school officials. A parallel program was established in a white neighborhood. Black parents were equally courted with messages stressing the advantages of integrated education. Those efforts were somewhat successful.

Parental involvement was a crucial factor in the success of the program. The Clara Barton School had a black parents organization which was unaffiliated with the traditional PTA. At first, some of the white parents who attended the meetings attempted to fill what they assumed would be a leadership vacuum. They soon discovered that there was no lack of black neighborhood leadership. After several months of cautious testing by both black and white parents, a truly integrated parent group emerged. Apparently judging each other "not by the color of skin, but by the content of character," black and white parents worked together to bring improvement to the school, Among their achievements was a hot lunch program provided for <u>all</u> the children.

While parental involvement was a crucial factor, the teachers and principal were the key to success. Any school which serves an area outside the immediate neighborhood is susceptible to minor irritations. Busses arrive late and leave late. Children cannot always stay after school. Parents are more difficult to reach. The school population is very diverse.

Led by a deeply committed principal, the school staff accepted these petty annoyances with grace. They responded eagerly to the new mix of pupils with a revitalized interest in teaching. In fact, the faculty at

Clara Barton became a very cohesive group. They became self-assured and pleasantly cocky regarding their ability to teach "all" children. They addressed faculties in other schools on the topic of quality integrated education.

The major problem of the neighborhood magnet school as a device for reducing minority group isolation is the issue of "turf." White children were coming to a school in a black neighborhood. Some community residents regarded the school as theirs. This time the white children were the guests.

As noted earlier, interdistrict transfer programs do have some shortcomings, including the difficulty of achieving two-way transfers. Most interdistrict programs involve urban minority children going to the suburbs. Some suburban school districts simply refuse to become participants in a program for a variety of reasons. These range from lack of space to overt racism.

To deal with such obstacles to program expansion, Project US included in its 1973-74 ESAA application a proposal for creating a magnet school located on a "neutral site." Since it was identified as a Metropolitan Area Program, the Office of Equal Educational Opportunity was able to support the school.

There were two major problems: 1) the need to find a suitable site and 2) the need to find a school district willing to administer such a school.

Since Monroe County is a compact area, no school district is more than fifteen miles from the center of the city. As a result either of over-building or of faulty population projections, Webster had a beautiful unoccupied elementary school which had never been used. The plant was laid out ideally for implementing some form of "open education" with "family clusters" and "interest areas." The school could fit the definitions of both "magnet school" and "neutral site school." It would have an attractive program capable of attracting pupils of different racial backgrounds, and its location would be accessible to a heterogeneous racial population.

With the original Rochester World of Inquiry as its model, the Metropolitan World of Inquiry School was ready to operate. Its general objective was to provide a quality experience for urban and suburban children in a multi-racial, multi-age setting. The school was integrated in ways which reflected the metropolitan area population. While academic achievement was one major objective, an effort was made to provide for each child a

unique opportunity to develop purpose and meaning in his or her own life. In short, the school was designed to facilitate success for all children.

The faculty/staff, like the student population, was 60 percent Caucasian and 40 percent minority. A differentiated staffing pattern was used with cluster teachers, interest teachers, teaching assistants, and teacher aides.

Cluster teachers were responsible for planning with the child for a balanced educational experience. In this setting, children were involved individually and in groups for reading, mathematics, language arts, science, health, music, social studies, art and other curriculum experiences.

Specialists in art, music, science, social studies, physical education and industrial arts were called interest center teachers. They worked with all of the students. The interest center teachers assisted the cluster teachers with program development and in conducting activities at the interest center. In these interest centers the children explored and were involved in group and individual projects of special interest to each of them.

Teacher assistants were assigned to each cluster area to facilitate the program and the individualization. The teacher assistants were certificate staff who worked with the six cluster teachers in each multi-age group. Teacher aides were also assigned to the pre-school program and to each cluster to facilitate learning to produce materials and to work with individual students. They were not certified personnel.

In addition to the staff described, the school provided other supportive staff in the areas of reading and mathematics, a guidance counselor, a school nurse-teacher and an instructional materials center teacher. These individuals were charged with the dual responsibility of providing direct service to students, and of assisting staff with materials and resources.

Programming was individual. It was the joint responsibility of the cluster teacher, interest center teacher, support personnel, administration, parent and child. Planning was based on the needs of each individual child. What was appropriate for one child might not have been effective with another. In each classroom students were directly involved in making choices as to where they would spend their time. These choices were based on the child's interest. On the other hand, some of the planning for pupil programming was done by the teachers so that students would have an opportunity to become acquainted with a variety of interest centers and center teachers.

After a pupil became aware of the nature and scope of the interest centers, he could then plan participation in the centers of his choice with his classroom center teacher. Since the primary objective of the school was success for the children, it was necessary to organize the school facilities to facilitate that objective.

The instructional materials center concept was at the center of all planning activities for and with the children. It provided materials, equipment and staff to help with independent research and study as well as with directed learning activities.

Responsibility for the administration of the school presented a problem. None of the participating districts were willing to accept that responsibility. Each was reluctant to assume liability for children outside its own district.

In New York State, there are Boards of Cooperative Educational Service (BOCES). These boards are expected to provide special services requested by school districts. Such services usually include programs for children with learning disabilities, emotional problems, and handicaps. The cities are excluded from BOCES participation since they are expected to provide their own programs. Monroe County BOCES No. 1 was asked to implement the program. While the BOCES board and superintendent were most willing to cooperate, the administration of the school was not without problems. The regulations of ESAA require that the school be monitored by the program administrator. The BOCES administrators felt their responsibility was to the participating school districts. With its suburban orientation, BOCES had little experience with minority groups. Some parents and teachers did regard themselves as part of the Urban-Suburban Program. There were disputes between BOCES individuals and the Urban-Suburban Advisory Committee regarding the program, school leadership, staffing, etc.

Despite these problems, the BOCES and Project US provided Monroe County children with an attractive "magnet school" on a "neutral site." For two years some 300 children participated in the program at a beautiful school in suburban Webster. With the elimination of the Metropolitan Area Programs from ESAA in 1975, the enrollment of the Metropolitan World of Inquiry School was drastically reduced to 56 children in the 1975-76 school year. By 1976 all traces of the successful Metropolitan World of Inquiry School had vanished. Whether it can be revived under the new ESAA guidelines remains to be seen.

Based upon our experiences with magnet and neutral site schools, cooperation with a university has many advantages. We are, therefore, most encouraged by the ESAA amendment which encourages such efforts. We are hopeful that the regulations will be interpreted in a way that will make us again eligible to compete. It is our feeling that our current cooperation with the State University College at Brockport provides us with an already established model magnet school on a neutral site in cooperation with a university.

There has been very little reduction of minority group isolation in the western half of Rochester and Monroe County. There are eleven elementary schools located on the west side of Rochester with over 50 percent minority group enrollments. Four of these schools have minority enrollments over 95 percent. The suburban school districts west of Rochester are isolated in reverse, with small percentages of minority group pupils. Traditionally, the western part of Monroe County has also been more conservative and has not participated to any substantial degree in efforts to reduce minority group isolation. Meetings held in several western districts a few years ago were overtly hostile to such efforts.

For the last seven years or so, the State University College at Brockport has been a key unit of the Urban-Suburban Interdistrict Transfer Program. It has participated in a number of efforts to help reduce minority group isolation including a Desegregation Institute and the Urban Center for Innovation in Education.

Currently the Urban-Suburban Center for Innovation in Education enrolls children from Brockport and several other suburbs from school districts in the western part of Monroe County. In addition, minority group children from Rochester are at the school as part of the cooperative effort with the Urban-Suburban Program.

The college has a good relationship with Monroe County school districts The officials of the college are most supportive of the Urban-Suburban Program. This encouraging support has resulted in a proposal to expand the school's enrollment from 208 to 340 children and designate it as a model integrated magnet school. It would be located on a "neutral site" to which both minority and nonminority pupils transfer voluntarily. By adding supportive staff and other educational services, we propose to establish a model which would demonstrate the value of quality integrated education to

Monroe County school districts, especially to those located in western Monroe County.

The Urban-Suburban Center for Innovation in Education (USCIE) is serving as a model of quality education for urban and suburban children in a multi-racial, multi-age setting. In addition to offering a K-6 child centered program, it provides parent, pre- and inservice teacher education and staff development for related educational personnel. Training as well as research services are performed within the USCIE, and are offered throughout the nine county Genesee Valley area. The USCIE is an elementary school the Bureau of Educational Field Services (State University College at Brockport) committed to developing and refining fundamental educational programs designed to meet pedagogical and social needs within its basic service region.

The Bureau has been extremely successful in modifying educational programs throughout that region. As a participant in the Urban-Suburban Interdistrict Transfer Program, the Urban Center has requested additional ESAA support to: 1) continue the integration-desegregation component which was added with Federal and State support in 1976-77, and 2) add a bilingual component designed to meet the needs of students requiring second language instruction. It was felt that added support for the bilingual component was consistent with regional needs rising from the increase in minority group populations throughout the service region. By means of an increased Special Projects ESAA grant, the school can be expanded this year; however, the bilingual component was disallowed.

As to staff, it is felt that teachers must be free to pursue their own professional and personal commitments if they, in turn, are expected to assist each child in maximizing his own individual potential. Although teachers are free to develop any organizational pattern they desire in meeting the needs of students, self-contained classrooms and two-member teams predominate. Teachers are accountable for monitoring and reporting student development as specified in the school philosophy.

Specialists in art, music, physical education, and library services work closely with classroom teachers to insure that those "special" areas complement classroom activities. In fact, these areas are often incorporated into classroom activities so that art becomes an alternative form of

communication for reporting on class projects rather than being a discrete topic to be dealt with only during an art period.

Qualified teacher assistants are assigned to classrooms to insure continuity in the child-centered emphasis, while teachers work on demonstration, development and research activities. The very direct relationship between "practice" and "dissemination" is highly valued by participants utilizing services of the Center.

In addition to the basic instructional program, special personnel sensitive to the diverse cultures and sensibilities found in multi-racial organizations are required. Special developmental staff include a counselor, a reading specialist, and an instructional materials specialist. Special staff maintain the dual responsibility of serving students directly and assisting in on-campus workshops.

Programming is child centered. It is the responsibility of the classroom teacher (who is held accountable for each child's development) with assistance from supportive personnel. Planning and maintenance of learning experiences take place with parental advice, and are based on student desires and needs within the framework of school philosophy. Alternate routes to student goals are always available in response to the recognition of student differences in needs, interests, background and learning style.

In summary, students are exposed to a variety of learning opportunities with the clear expectation that choices leading to personal commitments are to be made. Choices can give rise to a variety of personally stimulating experiences designed to build skills, foster positive attitudes and increase knowledge consistent with human development and school philosophy.

A Developmental Resource Room, an innovative program for meeting special educational needs, is currently an integral part of the USCIE program. The child who is experiencing learning problems is referred there for an initial period of diagnosis. Information about the child as an individual and in relation to his environment is obtained, and a determination is then made as to the type of involvement the child needs in the Resource Room. The normal cycle would consist of a part of each day spent in the Resource Room for a six-to ten-day period. With the child's reentry into the regular classroom on a full-time basis, new information on learning style and developmental growth is provided to parents, classroom teacher and support personnel. Resource Room personnel are currently supported through a one-year Learning

Specialist Project at State University College at Brockport.

Present school policy dictates that the school population be drawn from the general population through lottery. No unusual screening is employed. On the basis of our experience that up to 30 percent of our population requires such special services; support for this important service is essential to the operation of the proposed program.

The present USCIE student population is drawn from the Brockport community, from four adjoining rural communitites and from the city of Rochester. Since entry into the USCIE instructional program is through public lottery conducted in June of each year, vacancies in the program are filled and a waiting list is established. The present white/minority group ratio is 52/42 percent, but a goal of 60/40 percent will eventually be reached.

While it is pleasant to describe a successful effort, it would be a disservice to overlook problems. Several problems do exist in connection with the program at Brockport. They are:

1) Uncertain Status of Campus School

   Unfortunately, in some circles of higher education, campus schools are seen as anachronisms. Some State officials do not feel that the State University should support an elementary school. On the other hand, the research value of such a school, together with the challenge that the University ought to assume its activist role, provides an excellent rebuttal.

2) Transportation

   The law prohibits the use of Federal funds for transportation purposes in reducing racial isolation. Although, for purposes of transportation, the USCIE is regarded as a private school for which transportation is reimbursable, nonparticipating school districts are not cooperative. It may be necessary to seek the State Commissioner's assistance in this respect.

3) Recruitment

   With declining school populations, for the first time there has been some difficulty in recruiting white suburban students. One reason for this difficulty is the uncooperative attitude of the nonparticipating districts. In addition, some observers feel that the recent aggressive advocacy of a "return to basics" reduces

the popularity of magnet alternative schools.

4) Cohesive Unit

Some difficulty has been encountered in the effort to make the school a cohesive unit. For years the school drew its pupils from the immediate geographic area. Now it has broadened its horizons. Urban children, virtually all from minority groups, require some adjustments from teachers and parents alike. Teachers must develop techniques suitable to a more varied school population. They must develop skills for use with minority group pupils and children from low income families. Parents must be helped to understand the reasons for a supposed lack of structure in an "open education" type of school.

5) Need for Inservice

There is a constant need for the staff and parents to participate in inservice training in teaching techniques, as well as in human relations and intercultural understanding. Fortunately, such able assistance has been forthcoming from the Division of Intercultural Relations of the New York State Education Department.

In a recent interview, U.S. Commissioner of Education Dr. Ernest K. Boyer cited the magnet school concept as a "useful tool to attract students of differing ethnic backgrounds and socio-economic strata to an exemplary school program." Based upon my sixteen years experience with integration efforts, including magnet and neutral schools, I certainly can verify his contention. On the other hand, the "magnet" and "neutral site" schools require transportation. It is obvious that if Congress truly wants to suppport this concept, it must remove its prohibition on the use of Federal funds for transportation to reduce racial isolation.

"Magnet" and "neutral site" schools are not a panacea. Like other alternatives, they too have their shortcomings as tools in the reduction of minority group isolation.

Too often magnet school parents with their diverse backgrounds encounter difficulties in becoming a cohesive group. At times some parents appear to be making impractical demands for services not available in public schools, not even in magnet schools. They sometimes seem to be insisting on a private school at public expense. These unrealistic requests must be tempered by the school and program administrators.

Teachers must become a cohesive group. They must be willing to retool techniques and rethink attitudes.

Finally, we administrators must be willing to make some concessions. We must "get our act together." Jurisdictional disputes must be set aside. Egos must be suppressed for the common objective.

What we are really seeking are "magnet schools" for all children. What we want are "neutral site" schools where no child is a guest. In the spirit of California's historic Serrano Decision, our ultimate goal should be that every child, regardless of his address, receives quality education. Magnet schools on neutral sites provide one such answer to the equal educational opportunity mandated by the Fourteenth Amendment.

Long Beach: The Total Optional Approach

Robert R. Kirsch
Jerome P. Oberman
Alan J. Lissauer

The Long Beach City School District is a small barrier beach island, located south and east of New York City. The community is basically a composite of five "neighborhoods": a west area, a central area, an east area, Lido Beach and Point Lookout. The population is also a composite of all of the major variations to be found in urban and suburban communities. Student enrollment is twenty-four percent black, ten percent Hispanic and sixty-six percent other (mostly white). The Long Beach Program of Pupil Options involves every child in grades K through 6---and this is perhaps the major difference between our system and the magnet school concept as it is generally understood.

We have heard about neighborhood schools that children attend if a magnet is not chosen. We have no neighborhood school in Long Beach . . . and no degree of freedom. All of our elementary students attend schools of choice which are either parent or teacher choice. We have five elementary schools, one junior high and one senior high school, with a total enrollment of about 6,000 students. We are a school district which has gone through what many others in this State have already experienced, and are experiencing now in terms of changing populations.

Between 1963 and 1966, we changed neighborhood school boundaries, as our first step in "redistricting" to reduce minority concentration and isolation. All of our schools at that time became very crowded, and we opened a centralized kindergarten compound, which brought all kindergarten children together and provided some needed space in elementary buildings. However, by 1967 the school in the central area became both overcrowded and overconcentrated with minority students. Dr. Oberman was the principal of Central School at that time.

Jerome P. Oberman

George and Harry were at the bar and George said to Harry, "Which is worse, ignorance or apathy?" Harry said, "I do not know and I do not care." I am delighted to speak with you because we must be knowledgeable and we certainly cannot be apathetic about the subject which brings us together at

this conference. There is so much to do here, and many of us have made strides in this area, but I think the road ahead is much longer than the distance we have travelled so far. To pick up where Mr. Kirsch left off, one school in the middle of town was reaching a 45 to 50 percent enrollment of black students. There were two other elementary schools, one in which there was one black child and in the other none.

This became intolerable to those of us who thought we were going to do something with the world in those days. Our first effort was to move boundary lines so that some of the minority children attended schools which were predominantly white. By 1969, we realized that this was not good enough. We organized committees; we had staff meetings; we considered the Princeton Plan, and we considered a number of other ideas. Finally, one of the board members came up with what seemed to be a great idea. I believe it was at that time, we went into a single graded elementary system. It was the only one on Long Island, perhaps the only one in New York State or elsewhere. All youngsters attended first grade in one building. All second graders went to another building. Still another building housed all of the third grades, etc. The fifth and sixth graders came together in a form of middle school.

There were many advantages to that plan. When sixteen or eighteen first grade teachers taught in the same building, they could accomplish some good things in terms of planning, materials and so forth. The same was true with other grade levels. After three or four years, however, we began hearing some negative rumblings and vibrations from staff and parents "There was not enough continuity in the program." "A troublesome youngster would be on his way to another school at the end of June, so you might as well forget about him." Teachers told us that they never did get a chance to talk to the next teacher in the next school or to share experiences. We started to search for some other kind of organization which would keep our schools integrated, and yet return to us some of what that staff and parents were seeking.

A Reorganization Committee convened. It worked for about a year but went no place. All that it recommended was changing the old boundary lines. All that would have been accomplished would have been the polarizing of neighborhoods. That committee was disbanded.

A second Reorganization Committee was convened with parents, staff

members, central administration, principals, and board members on it. This committee of about fifty people organized into several subcommittees and was charged with finding "another way." Among the criteria with which they worked were the need for individualized instruction and for a reasonably balanced population distribution. The board of education, at that point, issued a statement of commitment: "to do all it can to make available to each student equal opportunity of personnel, curriculum and facilities, through which he or she can attain the highest quality of education to meet his or her needs."

In March and April of 1974, a series of meetings was held and principals and staff members discussed different kinds of educational programs. Six teachers in one of these groups had become involved in open education--not open space, but open classroom education. Another group of teachers in another building was interested in a continuous progress type of program. At about the same time, we noticed that Minneapolis had adopted an alternative system of elementary education in its schools. Several of us visited there and were impressed with the process and the idea of parents being able to make a program choice. The Reorganization Subcommittee and the overall Reorganization Committee convened meetings in the community. There were meetings with administrators, with principals, with board members, with community groups ... in schools, in public places, in living rooms. There is no question about the critical nature of these meetings. Grass roots involvement is urgently needed if any change is to be made or if anything different is to be attempted. We met with three people, if that was the number who wanted to meet....or we would meet with 103 people, or 203 people. As these meetings were going on, we were receiving feedback, and principals and staffs were developing different kinds of educational organizations and programs. Open Education was being accepted by a growing number of staff members and families. Continuous Progress and Multi-Aging were being explored. Comtemporary or traditional education was easily accepted.

At the same time as programs were being developed for parent choice, it was important that teachers be provided with a choice. For example, some teachers were very interested in the Open Education Learning Center. Others could not have been budgeted out of traditional modes, no matter what we might have tried. Still others were interested in multi-aging and continuous progress, and they were provided with the opportunity to choose to

work in the development of such a program and later to work with the building principal in that program.

Incidentally, during all this time, no one knew where the various programs would be housed. This was important, because eventually we would be asking parents to make their choice of educational program--not building or location. There would be no neighborhood school. There would be Program Options. We met with community groups and parents. We released information to the local newspapers; we distributed flyers, newsletters and other literature in the community; we made several mailings directly to parents. All of this material was printed in English and in Spanish.

There were meetings in the afternoons and in the evenings. There were meetings in every part of the community. Meetings were scheduled and located so that parents could participate whenever they were available and wherever they lived. Finally, in May 1974, we mailed to the family of each elementary child a letter explaining the various programs in detail, and requesting that selections be made on an enclosed "choice card." First, second and third choices were to be made: Open Education, Continuous Progress, or Contemporary.

At that time we enrolled some 2,800 to 3,000 elementary school children. Twenty-two hundred choice cards were returned. This opened up some degree of freedom for us. Of the selections which were made, 90 percent of the parents received their first choice. This was amazing to us because if it had not worked out, we would have had no place to go other than back to the drawing board.

There were still those people who had not made choices. In these cases we gave cards of choice to each child's teacher and asked the teacher to recommend program choices for the children, based on his or her knowledge of the child and of the programs. Where will this youngster learn best? Can he or she work well in a multi-age setting? Did he or she work well with first graders, and second and third and fourth? When those cards came back from staff members, we were able to honor about 85 percent of those first recommendations.

Robert R. Kirsch

There were interesting logistics involved in this process--and some simple operations were performed which work very well for us. We color

the choice cards differently, for example, so that we know which cards come from parents and which come from teachers. We do not get duplications that way, and if somehow we do get one choice from a parent and a different recommendation form a teacher, the parent's selection takes precedence. If there seems to be a considerable difference, however, we try to encourage the parent to visit the teacher so that they can discuss why they perceive a child so differently.

Jerome P. Oberman

It should be noted that we did not have a computer to sort out all the cards, placements and mathematical computations necessary to this entire process. Those logistics were handled largely by Mr. Kirsch, and you can see that there were any number of variables. It was necessary to balance boys and girls in buildings and classrooms. In addition to racial, ethnic, socioeconomic and geographic elements, we also had to balance out academic ability and achievement.

In all of our literature--and at all of our meetings with various groups--we made a commitment. If not enough people received their first or certainly, their second choice, the entire plan would be discarded since we preferred not to impose a third choice upon parents. Fortunately, we were able to accommodate the almost 3,000 elementary school children in two contemporary schools, one open education center and one school with a multi-age school house grades one to four. The Open School enrolls kindergarten through sixth grade. One of our larger buildings houses grades five and six. Children from the contemporary and the multi-age programs move into this 5-6 school, which offers both contemporary and multi-age classes.

It was physically impossible to give everybody his or her first choice, so there were individuals who were dissatisfied with the placement of their children. During the first year of this organization, we received about two hundred requests for changes of program. We established a system under which at the end of every ten weeks, an administrative committee reviews requests for change. These are submitted to us on a special form and there is a process for considering these requests. We contact the child's teacher to ascertain facts about the child's progress, behavior, attitude and any problems. We want to know if there is a legitimate educational reason for change ....or if it is because the student lives

across the street from another school, and the family wants the neighborhood school.

After all of this information is compiled, the committee of principals considers the request. During that first year, we were able to grant 175 requests for change. We received 75 requests in our second year and 26 requests in our third year.

Even more important than those figures is the fact that more parents are now choosing programs, rather than buildings or neighborhoods. For example, in our first year, about 45 percent of the parents living in the west end of town elected or asked to be changed to the program in the West School. That percent subsequently dropped to 25%. The choices of parents in other neighborhoods similarly reflect the fact that more and more are choosing programs rather than address. Now, only one-third are opting for the neighborhood school as was true earlier.

Robert R. Kirsch

Here are our latest figures. We receive them every week, and we compile a summation every two weeks, so that we can always see where the population distribution is in all our schools. This sheet has two columns: one shows the ethnic/racial distribution and the other details the geographic distribution. I just collected these figures as I was leaving for this conference. I worked out the percentages only last night. Since the west end of our community was mentioned, it is interesting to note that 14 percent of our elementary youngsters live in that area and 18 percent of the children in West School come from that geographic area. The proportions of west end children are comparable in all of the other schools. Fourteen percent of them attend East School; twelve percent attend the Open School; twelve percent attend Lido School. The remainder attend kindergarten and the 5-6 school. All of our figures are within this 3-4-5 percent range, which seems to indicate that most people chose programs not geography. One of our criteria is that racial-ethnic distribution must be reasonably balanced in each building. This is indeed true with the same frequency range in all schools. Most requests for change are now coming from people who are new to the district, and have never heard of choices or options. They are conditioned to the neighborhood school concept; if a family moves into the east end of town, the children go to the East School because that is how it has always been. There must be an education process for those

new families who do not yet understand schools of choice. On the other hand, we also find that families are moving to our community because of our optional educational programs.

Jerome P. Oberman

Another important matter which should be mentioned is where we fit---in terms of magnet schools. I am not quite sure that we fall exactly within that definition, except that each of our options is a kind of magnet. The major difference is that our magnetism relates to educational approach, rather than a subject matter orientation.

At the end of our first year in this system of schools by choice, we were interested in knowing exactly how we were doing. There was no precedent; there were no standard measuring instruments or detailed data; it was too early for test scores and we had no base lines. We constructed questionnaires which were sent to children, to parents and to staff members. Working with a questionnaire is tricky to begin with, so we knew that we would not achieve the finest degree of accuracy. About half of the parents to whom we sent the forms responded, and I think that this is important. Of those from whom we heard, 70 percent felt that their child was having a very happy experience in the school and was doing well in school. Seven percent were not pleased. The other 23 percent did not have any answers; they felt it was too soon to tell. We received some very interesting responses from the youngsters. For the primary grades, we used a questionnaire with a smiling face, a pleasant face, and an unhappy face, with which you may be familiar. For the upper grades, we used printed responses.

Kindergarten through sixth graders averaged 62 percent "happy" and 8 percent "unhappy." The rest said that school was "O.K." Grades 3-6 recorded word answers and were asked for additional impressions, such as how they felt about the school bus. We felt this was important because most of our children ride the bus. "Happy" and "O.K." received twice as many votes as "unhappy."

Robert R. Kirsch

What we bring to you is not so much the particular programs offered in our schools, but more importantly, a process of educational options in which parents and teachers have choices. Alan Lissauer is the Project

Director of our State Education Department Title IV-C Demonstration Project. He will tell you something about these services.

Alan J. Lissauer

This program can be yours and you can create your own program options to meet the needs of your students and your community. The first stage in replication is demonstration and orientation in workshops which can take place in your own district, at the O.E.P. Regional Center under the auspices of the Nassau County BOCES or on-site in Long Beach. The next stage involves a Needs Assessment which includes three elements: demographic study, community assessment, and analysis of building facilities.

When we have done all this--mapped out the district, analyzed pupil and staff populations and building facilities, we are able to provide assistance with the mechanics of moving into program options. The available services relate to curriculum and physical plant analysis as well as to transportation, school-community relations and public information. All of these are included in the "Program Options for Pupils" Demonstrator Project.

Districts which are interested in becoming replicators may apply. The process includes a Memorandum of Understanding between Long Beach and the replicating district. Adopting districts may also apply for Replication Grants from the State Education Department.

Brooklyn: Mark Twain Junior High School

Bernard Fishenfeld

Some of you may not be familiar with the organization or structure of New York City. Let me give you a quick overview. The New York City School System has decentralized. The Central Board has retained responsibility for the high schools in the city. The city is divided into thirty-two school districts. Each is responsible for the elementary and junior high schools located within its boundaries. Each district has approximately 20,000 students. District 21, the district in which I am located, enrolls about 25,000 students. This number is slowly dwindling and declining enrollment is a problem which is occurring throughout most of the city.

Mark Twain Junior High School is one of six in District 21. It is located in Coney Island, an area of Brooklyn in which a large number of minority students reside. The NAACP brought suit against District 21, the Housing Authority, the city, and the Chancellor charging that Mark Twain was a segregated school, since its population was 85 percent minority.

The rest of the junior high schools in the district were essentially white. This was especially true in the northern area of the district. District 21 encompasses some areas with which you may be familiar: Coney Island, Sheepshead Bay, Brighton Beach, Gravesend, Manhattan Beach, and Bensonhurst. In some sections of Bensonhurst, where the junior high schools were over 90 percent white, there was great resentment at the possibility that the suit would be a forced bussing program in District 21.

The school district evolved a plan to avoid a forced bussing situation. It was developed in consultation with approximately one hundred and fifty people from the community, including parents, professionals and college professors. This process provided a broad basis of support. Some of the plaintiffs to the suit were even included on these committees. As a result, everybody had a stake in the final implementation of the plan.

There was a steering committee and subcommittees concerned with community relations and information, curriculum, organization, personnel selection, pupil personnel and supportive services, safety, and pupil selection. There was a period of time during which there was much battling over what type of plan would be acceptable. It was the magnet school plan which evolved.

The NAACP committee used Professor Dan Dodson to develop some plans for

them, as they were not happy with the magnet school concept. Essentially, he developed a series of plans of which the second proposal came to be known as the Dodson II plan. This was a plan which the NAACP was hoping would be accepted by the judge. It was probably the cause for the greatest concern, especially in the northern section of the community. People were saying, "No way is my child going to get bussed into Coney Island; into that horrible area, where he will get mugged and where no education is going on in the schools."

The judge appointed a court master, Curtis Burger, who studied the plans and eventually made a recommendation to the judge. Basically, it was the school board's plan, or the magnet school concept which was acceptable to the judge. There were certain requirements which had to be met. One was that by March of 1975, since we were opening in September, at least 400 applications for the school must have been submitted. The school was required to open with 350 students on register. If either of those two requirements were not met, a mandatory backup plan was developed by Chancellor Anker. This was to be essentially a lottery plan.

If that plan had been implemented, we probably would not have been able to open any of the junior high schools. Thus, there was a great urgency that the primary plan must succeed. It called basically for a magnet school for gifted and talented students. It was required that certain criteria be met.

First, let me explain how gifted children in New York City are identified. The identification is on the basis of reading and math scores. We do not use IQ tests. Additionally, the child must be two years above grade level in reading and a year and a half above grade level in math. There must also be a socially acceptable pattern of behavior and attendance in order to achieve eligibility for the S.P. (Special Progress) Program. These students were automatically eligible to attend Mark Twain. There was another category of non-S.P. eligible children who were to be no more than one year retarded in reading, to have an overall cumulative record of socially acceptable behavior and citizenship and regular attendance. All applicants were required to be talented in at least one of eleven areas. These included science, mathematics, instrumental music, vocal music, dance, fine arts, visual media, which includes photography and television, mechanical and industrial arts, athletics, creative writing and drama. Once the plan was

accepted, it was necessary to mount a recruitment drive.

I must point out that the plan for Mark Twain affected not only that school but also affected every middle school in District 21. Because the school is in a predominantly minority community, those children residing in the community who were not eligible were to be bussed to other schools in the district. Since these children were compelled to be transported to another school if they were not accepted at Mark Twain, the judge felt that there should be a similar compulsion for white parents to send their children to Mark Twain. The compulsion upon which he decided was that Mark Twain would be the only school in the district which would offer S.P. or special progress classes. The option to attend a school providing a two-year S.P. or an S.P.E. Special Progress Enriched program had to be offered to every eligible junior high school child.

The next step was to make presentations to community and civic groups in District 21 and to parents' associations in all of the elementary schools. Meetings were held with sixth grade teachers, guidance counselors and elementary principals to orient them to what Mark Twain would offer and to encourage eligible students to attend.

Eligibility lists were developed by the elementary school principals and a series of mailings was sent to those eligible students. An open house was held at Mark Twain to introduce parents to the building and its facilities.

Intrinsic in the plan was the emptying the building of students who were then currently in attendance. Seventh graders were sent to the eighth grade in other junior high schools. A special dispensation was given by the Central Board to allow eighth graders to be graduated into the ninth grade of a high school. New Mark Twain students were to be admitted only into grade seven. The plan would thus be implemented over a three-year period. All of these actions made Mark Twain a brand new school. That is, it was brand new in the sense that it was starting with a brand new student body. It was not new from the point of view of the UFT which is the union that represents New York City teachers.

The school was to be opened just as the budget crunch hit the city. The union's position became hardened and they would not relent on the issue of seniority. They said that Mark Twain is, in fact, not a new school. There are new students and a new organization, but essentially the staff which is to be at the school must be the senior members of the already

existing staff. That was the position which was held and that is how staff was finally selected--solely on the basis of seniority. Fortunately, there was an ESEA Title III grant the first year and it provided for a summer staff curriculum development workshop. Without it, a successful beginning would have been most unlikely. We were able to develop curriculum and a philosophy, and approach September with a positive feeling.

The ratio of S.P. to non-S.P. students in the school was about sixty percent to forty percent. That gave us the balance and integration ratio required to satisfy the court mandate. That was that the school must reflect the ethnicity of the community as a whole --- seventy percent white and thirty percent minority. It also permitted desegregation in the other junior high schools in the district.

Admission into the school is based on tests in the eleven talent areas. These are administered by the school. There are certain restrictions. The community is divided into catchment areas. There are six junior high schools in the district and each is fed by a group of elementary schools. Each junior high school's feeder pattern was considered a catchment area. We allotted quotas for each of those catchments for S.P. and for non-S.P. students. This meant we do not necessarily get the best athlete or the best musician or the one with the most potential in dance, but we do get the best in each of the catchment areas.

In some cases one catchment had many more applicants than another. Then it became very difficult for a student to be accepted into the school from some catchments, because the competition therein was much keener. There is concern on the part of parent associations with this plan. They are not satisfied that this is the plan which insures that we are admitting the most talented and most gifted students who opt to come to Mark Twain.

This year, our third, the number of available S.P. students in the district was so large that Mark Twain could not accommodate them all. Some S.P. programs were reinstituted in all of the other junior high schools in the district. This provides for those who were not admitted to the original magnet school. This year Mark Twain admitted 350 out of 1,100 applicants. The school now had a register of 1,100 in the three grades.

Let me give you a brief description of the organization of the school. Essentially it is organized into mini-schools, or clusters. Each cluster consists of four classes. The four teachers who are assigned to each

cluster as called the interdisciplinary team. Each teacher represents either science, math, social studies or language arts. They have a period a day for interdisciplinary planning. Each of the clusters decides on a theme. The time each of the four teachers has is flexible.

We do not ring bells in the school, but we do follow a forty-three minute time segment. At the end of each segment, the classes either move or remain, depending on the schedule. The four teachers and their four classes may use that time flexibly. They can regroup if needed, since it is the same teachers for the same classes. This also provides a great opportunity for getting to know the students.

Each cluster is a microcosm of the whole school. Students are not tracked and classes are truly integrated. Each of the clusters is organized as closely as possible to the 70-30 ratio of the student body as a whole. All classes contain S.P. and non-S.P. students. Teachers are responsible for grouping and making accommodation for different levels within each class.

In addition, we implemented a coeducational gym program. There was a great expressed concern initially by the gym staff, but they are now pleased to be working with combinations of girls and boys. This provides an opportunity to share the expertise of the various teachers among both sexes. It is succeeding excellently--more satisfactorily than they had imagined it would.

The children have a very full program which includes foreign languages (Hebrew, Italian, French or Spanish) and all of the students are involved in their own talent areas. In a sense, they are studying what amounts to six major subjects: four ID or interdisciplinary subjects, foreign language and talent. In addition they take music, art, typing and health in two week cycles. All of the students are involved in coed shops, home economics, and gym. The program is a truly very full one.

One of our problems is that we can have no extracurricular activities because of the extensive bussing. We are served this year by twenty-seven busses. In the beginning, we received many phone calls if busses were even slightly delayed, because of the great concern for what was perceived to be an unsafe area. It is bounded by a park with twelve tennis courts on one side and by a water pumping station on the other. Behind the school is the bay and in front are a church, a fire station and some new buildings.

Essentially the school is safe and we have not been bothered by intruders. This was the case in past years when the school was segregated. In the three years I have been there I believe we have had one intruder. He was a young boy who entered the school so that he could see some of his old teachers. The community is very proud to have the school in the area.

We try to take as many of the Coney Island eligible youngsters as possible. There was great concern before the school opened that there would be demonstrations demanding "their neighborhood school" back. This did not happen and we have excellent rapport with community agencies and with community people. We have a monthly conference with the school-community council and a very active parent association. Its meetings sometimes fill the auditorium.

Buffalo's Magnet Schools

Marilyn Rosenblat

Buffalo is the second largest city in the State of New York. It is the gateway to Canada and the western outpost of the State.

In September of 1977, the school district entered Phase II of its desegregation plan. This earned a commendation from the Justice Department for the school system. It stated that it was one of the most successfully and peacefully implemented designs in the country. How did Buffalo design its integration for success?

It began on April 30, 1976. Federal Judge John T. Curtin cited the Buffalo Board of Education, the Superintendent of Schools, the New York State Commissioner of Education, and the Board of Regents for practicing de jure segregation. All of the defendants were asked to develop and present desegregation plans to the court. On July 9, 1976, Judge Curtin accepted most of the plans submitted by the Buffalo school district. In this plan, ten minority and nonminority elementary schools were closed, eight other elementary schools were integrated, a middle school was converted to a junior high and two citywide magnet schools were created.

One magnet was the City Honors Schools, which included grades 5 through 12. It was located in what was formerly an inner-city elementary building, a facility with close access to Canisius College. Canisius is an outstanding and well-known small, private city college. The Honors School staff and students have shared many of the college facilities. Prior to the existence of the City Honors School, Buffalo held special progress classes throughout the district. The classes were for students of high ability in these grades. The parents of children assigned to those classes were contacted and invited to apply to the magnet school.

Teachers were recruited from the entire district. Invitations were based on their commitment to the school's philosophy and their experience with special progress groups. The privilege of recruitment and selection of staff and principal was extended to all of the magnets. The school opened in September, 1976, with a biracial population representative of the city.

The second magnet school opened under Phase I was the Waterfront School

for grades prekindergarten through six. This school was built with the cooperation of the Urban Development Corporation and the City of Buffalo. It is an area of the city which has been expected to become densely populated. It was designed by educators as an open-space, open-education center. By the time the facility was completed, about eight years after it came off the drawing board, its attendance area consisted of City Hall, the downtown stores and an apartment complex housing some twenty school-age children.

The Waterfront School is a magnificent physical plant facing Lake Erie. It contains a television studio, a theatre, a swimming pool, large open areas for instruction, teacher preparation rooms and a library-media center Since it was a new building, the total staff was recruited and selected by a team. We were fortunate in having a year of lead time before the school was to open. The team observed the applicants and selection was based on their skill with open education techniques.

Community meetings were held throughout the city explaining the philosophy of the school. Teams of teachers and administrators participated in order to attract students. Television spots with school board members describing the new school and its program were shown during the month of February, 1976. By March, 1976, there were applications from the entire city.

At that time it was decided that seventh and eighth grade students would not be accepted. Instead, the school would grow to grade 8 by adding a grade each year. This change occurred as a result of community input. It was felt that it would be difficult to move a child for only one or two years.

Another problem was to secure funding to allow time for the staff to plan and develop programs. The staff also wanted to meet with parents of the students. We were fortunate to secure a small grant from a local private foundation.

The school opened successfully in September, 1976, with a total of 797 students and a 48.9 percent minority population. This year there is a total of 843 students with a 49.3 percent minority population. There is a waiting list of about 1,000.

In September, 1976, Phase I was initiated and began quietly. Teachers went on strike for the first three weeks of school, and the schools, while open, were more concerned with staffing than with integration. Everything was operational by October, then in January, winter descended. Nineteen

school days were lost, and as a result we had to sacrifice Easter recess to make up some of the time. In spite of these unusual events, the year was a success; integration was a success; and the magnet schools had waiting lists for 1977.

In the fall of 1976, the district initiated the steps it would take to develop the second phase of its Desegregation Plan. The school board and staff deemed it critical that they meet with communities throughout the city in order to assess their concerns and needs. The district as well as the State and plaintiffs were required to return to court by January, 1977. In addition, the judge ordered the State to send staff to provide technical assistance in all areas. Division of Intercultural Relations and Bureau of Educational Integration staff were on-site all year providing valuable and necessary assistance.

In order to design Phase II, about fifty night meetings were held with community groups throughout the city. The meetings took place between October and March in spite of fifty foot snow drifts and bizarre weather conditions. Present at each meeting was a team comprised of district administrators, a member of the Division of Intercultural Relations, community people, teachers, school board members, and representatives of the Buffalo Area Metropolitan Ministers' Association.

Every community group was asked what kinds of school and program it wanted and what it felt would be a viable plan for Buffalo. At every meeting it was loud and clear that the people wanted choices and they supported magnet schools. Buffalo school staff were sent to different parts of the country to investigate magnet school programs. Telephone surveys to desegregating cities were conducted to ascertain the pitfalls. successes and failures in magnet school designs.

While we were investigating other programs, we were developing a cadre of personnel to start a Montessori School. Buffalo has had several small private Montessori schools for pre-school children, and parents in both balck and white communities were very interested in the program. Buffalo staff believed that this would be a successful program. However, special staff is required for the program. Ads were placed in Montessori journals and recuritment was attempted at Montessori

conferences. No success resulted. The only way in which we could acquire staff was to retrain our own.

Two State University College professors and one of our elementary supervisors were trained in certain areas and an internship program was established. Through the use of these persons and certified Montessori consultants, the Buffalo Board of Education was able to train and certify Montessori teachers for the 3-6 year old level. Training took place on Saturdays, weekends, and school holidays throughout the year. Teachers were volunteers and participated in the hope that some day Buffalo might have a Montessori school.

In January, 1977, the defendants and plaintiffs were to present their second phase plans to the court. The plaintiffs' plan had been developed by Dr. John Finger and consisted of a cross-bussing design. The State's plan focused on junior high schools. The Buffalo plan involved redistricting, mandatory reassignment, a paired school plan designed by parents from black and white schools, two voluntary components, and the closing of all but one of the junior high and middle schools.

Judge Curtin received the plans and asked everyone to reappear two months to hear expert testimony from local and national educators explaining and justifying the educational validity of the suggested designs. After about six weeks of testimony in May, the court accepted the Phase II plan developed by the Buffalo board of education. There was a proviso that on July 9 and 10 the names and racial breakdown of all students selecting the magnet programs would be provided to the court.

Eight additional magnet schools had been projected and we had two months to recruit students to fill them. Slide presentations were developed. Television spots were jointly designed by a professional ad agency and board staff. Local disc jockeys made continuous announcements. Billboards were erected in strategic sites throughout the city. Night meetings were held in each community. Newspapers ran articles and full page ads. A newspaper was developed and placed in banks, supermarkets. It was also delivered to homes throughout the city. The aid of the total community was enlisted to publicize the magnet schools.

By the end of June, the schools were almost filled. In fact, lotteries were required because several programs were oversubscribed. These lotteries were held for both black and white students at each grade level to ensure a 50-50 racial mix.

As expected, four Montessori schools could have been filled. All of the elementary magnet schools were providing a half-day pre-kindergarten and a full day kindergarten program. The Buffalo Academy for the Visual and Performing Arts and the Buffalo Traditional School for grades 5-9 were to add a grade each until they attained grade twelve. Two of the schools which had not recruited adequate numbers were not approved by the court until August.

All but one of the magnet schools are housed in former inner-city schools. The one exception is the cooperatively developed college-and-city school located on the campus. At present, there are almost 5,000 students involved in magnet schools, approximately 3,500 in the voluntary bussing program with a total of about 25,000 students being transported by charter buses or bus passes.

All of the secondary schools are integrated with the exception of two which are being phased out. They accept no new students and will be non-existent by 1980. There are sixteen racially identifiable black elementary schools left in the district. ("Racially identifiable" in this case means a minority percentage of 90 or more)

The projected school population for the 1978-79 school year had been 54,000. By the end of the fourth week of school we had enrolled 53,000. Buffalo did not experience "white flight." We now enroll about 1,000 pupils less than we had anticipated. The entire city has supported the plan. It has probably been the single most unifying event which has occurred in Buffalo in years.

Comments have been made during this conference that magnet schools are better. Buffalo personnel never took that position. It was decided that such an attitude could undermine the entire educational system. Instead, magnet schools were defined as schools where there would be a concentration on specific services. These are services which could formerly be found in classrooms throughout the city. By placing them on a single site, we allow a student to avail him/herself to this specific program over a continuum. There are open classrooms in many schools, but Waterfront is an all open classroom school. Art and drama are provided in all high schools, but the Buffalo Academy for Visual and Performing Arts provides the only total arts oriented program, etc.

As to cost, most of the schools with the exception of the Buffalo Academy for Visual and Performing Arts, needed minor remodeling and painting. Extensive work was required to provide music studios, dance floors, theatres and art studios in that building. We did not have a dance department. We did have a highly talented and creative teacher assigned to Curriculum Development. Through her, a very knowledgeable committee of dancers from the community and local universities was formed. It spent the entire year prior to the opening of school investigating dance programs. The school architect was given the specifications used at Lincoln Center for its dance floors and those were used. Today, thanks to the diligence and perseverance of the committee, the school has one of the finest floors as well as the finest programs in the area. Almost all visiting professional troupes rehearse there, without students in attendance.

Staff for every magnet school were recruited and interviewed prior to their selection to ensure that each had a philosophical commitment to the school's program. This procedure was supported by the teachers' union and its representatives sat on the interviewing committees.

The eight new magnet schools and an overview of their curricula are as follows:

The Academic Challenge Center is a former K-6 inner-city elementary school. It was designed to provide a highly individualized instructional program. The school has attracted a 35 percent white population because of the curriculum offered. SAUI, a reading systems management program developed under the aegis of Phi Delta Kappa is used, as is a Development Math Program designed by the University of Wisconsin. There is an extremely high ratio of adults to students and all teaching takes place on either an individual or small group basis. A highly skilled diagnostic staff is continually assessing student progress. The program encompasses pre-K through grade 8.

The Buffalo Academy for the Visual and Performing Arts provides a program for grades 5 through 9 in six areas: fine arts, drama, dance, instrumental music, vocal music, and telecommunications. Teachers are highly skilled and the school is geared to providing a two-hour daily studio for each student in her/his selected field. Students, while they have opted for one particular type of training, are given an opportunity to work in

all of the others for at least one period per day. The school is 50-50 percent minority and majority in racial composition.

Campus West is the school located in the College Learning Laboratory. It provides a unique program in which half of the teaching staff are from the college and half are from the Buffalo schools. Students are accepted on a citywide basis. Handicapped children are accepted. The school is organized into clusters with a team teaching approach. Children work with many adults in an open design. Student teachers and staff from the college observe, participate and conduct experiments. The Director and Principal are college persons. All of the teachers plan and work together closely in integrating the programs and in mainstreaming handicapped students. The school provides a prekindergarten through grade 8 program and is racially balanced (50-50).

Follow Through Center is located in an inner-city school. The program is based on an early primary model which is expanded through grade 8. It focuses on a high adult-to-pupil ratio and provides an individualized academic program. The classroom is described as a responsive environment in that it is designed to meet multiple needs. Parents act as classroom aides and work closely with the teachers in providing intensified reinforcement. All parents are involved in the program. While this model was the last to get started, it has been able to recruit a 20 percent majority population and it is anticipated that the momentum will increase. It was accepted as a model by the court in August of 1977.

Campus East is housed in what was an inner-city middle school. It provides a traditional program for students in prekindergarten through grade 8. It has a 50 percent black and 50 percent white population. It also has a physically handicapped population. These children are severe hard of hearing cases who are mainstreamed when it is appropriate. The underlying theme of the school is the development of good citizenship through a participatory student government model. Academic emphasis is in the areas of English language literacy and fluency as well as in math and science. The school grounds are extensive and serve as outdoor science labs. Student participants from the college are also involved in the program. All parents sign an agreement with the school stating that they will support the academic program and will ensure that their children will complete their home assignments.

Montessori is a prekindergarten through grade 1 program. The student population is 50 percent minority and 50 percent majority. The curriculum is the approved Montessori curriculum and stresses individualized instruction in a highly structured model. The program is augmented by an Orff music component and an art component. Next year the program will be expanded to the 7-9 year old level. There is a waiting list for this school.

Buffalo Traditional Academy is housed in a former inner-city junior high. Initially, it engendered a poor response of less than 100 applicants. The population is now over 300, racially balanced (50-50), and has been accepted by the court. Instruction begins at grade 5 and continues through grade 9. A new level will be added yearly until it ends grade 12. The curriculum includes a very heavy emphasis on math, language arts, science, social studies, and foreign languages. There is a student hockey team sponsored by the Buffalo Sabres and scholarships are available from the Buffalo Chamber of Commerce for graduates. There is a student dress code and discipline code. Parents also sign an agreement prior to entry committing them to support the school design.

BUILD Academy is a community designed school. It was jointly developed by the BUILD Organization, a nonprofit group from the black community, the Buffalo board of education, and the State University College at Buffalo. Originally, it attracted mostly minority students. As part of the magnet school design, it was housed in a former innercity middle school and the program has been expanded. An 18 percent majority population has been recruited. Efforts to increase that number are now in progress. The program focuses on individualized instruction. A learning/teaching center approach is used. Students are encouraged to select activities related to their interests as well as to their needs. As with the other magnets, extensive parental involvement is encouraged.

Buffalo has gone forward with its magnet schools and while some problems have occurred, they proved to be resolvable. Nothing has impeded progress All of you are welcome to visit, observe, question and see what we have to offer. It is truly exciting and worth seeing.

Mount Vernon: The Grimes Magnet School

Thomas Pesce

The Mount Vernon experience with integration is an important one because it is successful and all can benefit from it. Mount Vernon is a little big city which encompasses only four square miles, yet has a population of approximately 70,000. As a result, it is one of the most densely populated areas in the United States. If one lives there for a while, one becomes acquainted with almost everyone. It is the "City of Homes" and the city of many friends. There has always been a minority population residing in Mt. Vernon. During the last two decades, an exodus of white citizens has occurred, with a consequent rise in the black population. The entire community has been affected by these changed in racial makeup. This has been especially true of the schools.

In 1963, State Commissioner of Education Allen requested that racial imbalance be eliminated throughout the State. As a direct result of this, the Mount Vernon City School District instituted an open enrollment policy. Under that plan, minority students residing in the southern area of the city could apply for placement in a northside school if space was available. From 1963 to 1976, Mount Vernon sought integration solutions which did not involve bussing. Several court battles later, Mount Vernon was still not transporting children, but had conceived a four-point integration plan. This plan was proposed to Commissioner Nyquist in early 1975 and accepted by him in December of that year. It included:

1) Continuation of the open enrollment policy;
2) Division of the twelve Mount Vernon Elementary Schools into east and west sectors;
3) Construction of a new Lincoln School with a larger student enrollment than previously; and
4) Establishment of a magnet school with a balanced white/nonwhite population.

Why was the magnet school proposed? Because there was a need to attract students from neighborhood schools into a racially balanced environment without forced bussing. This was accomplished by offering a highly innovative program which allowed for the humanization of education. All of the subject areas are presented as a unified whole to emphasize their inherent

interrelatedness. No established curriculum areas are neglected. All areas including the "three R's," are enhanced.

The Grimes Magnet School has been in operation for one year and one month and its success, measured by parent, teacher and student reactions, has been greater than ancitipated. Of the 279 students enrolled in grades 1-6, approximately 50 percent are minority. The goal of maintaining this initial success and building upon it has been achieved. There is presently a waiting list of nearly four hundred children. The children express considerable enthusiasm for the school. The following comments exemplify some of the feelings: "I couldn't wait to come. The summer was boring. School is so exciting. There is so much to do." Another: "I woke up at 5:30 and jumped on my daddy's bed ready to go to school." A parent's comment: "My child has never been so happy."

The formation of a planning committee was the primary step in developing the magnet school. It included the superintendent, assistant superintendents directors, supervisors, teachers and parents. As a rule, weekly meetings were held. Time was of the essence as only eight months remained before the new magnet school was scheduled to open. The tasks undertaken by the committee included:

1) Visits to other magnet schools in the country;
2) Creation of criteria for the selection of staff and students;
3) Preparation of a budget based on the needs of the new program;
4) Establishment of a public relations network in the community;
5) Staff development;
6) Involvement of teachers and parents in the planning process;
7) Establishing the number of children from each school who would be eligible to attend;
8) Planning the curriculum.

The latter was the most important because this would be the calling card to attract qualified students.

The humanities-based curriculum is intended to interrelate all units of study and not to present them as isolated units with no apparent bearing on or relationship to any other study. In a typical humanities-based curriculum, students learn government, social order, economics and geography, as well as the language, customs, music, art and other aspects of that society.

The public relations committee was assigned a major task. It was established to attract parents of qualified students and at the same time not arouse a feeling of neglect on the part of parents whose children had not been chosen to attend.

The board of education could not deprive other schools of their funding but did have to assure sufficient funds to make Grimes successful. To sell the idea members of the committee held cottage meetings, conferred with the press to obtain favorable coverage, prepared a booklet entitled "Children Are What Creative Education Is All About," sent a letter to all interested parents informing them of the programs at Grimes and inviting them to submit entrance applications.

The development of student selection criteria was a very difficult task. The decision was made to select "talented" rather than gifted students. A list containing twelve criteria was developed. A meeting of all elementary school principals was held. The purpose of the meeting was to bring the principals up to date on the planning for the magnet school and to discuss with them the rationale behind the criteria for student selection.

Once they had been informed, the principals were expected to return to their schools, meet with their staffs, and pass the information along to them. Teachers were then asked to recommend any number of qualified students with an explanation of why they were recommended in accordance with the list of criteria. Parents could also submit a student's name to a principal if they wished their child to be considered by the committee.

Perhaps the most crucial concern of the planning committee, in terms of the future success of the magnet school, was teacher selection. Budgetary considerations made it imperative that the staff be hired from within the school system. It was also necessary to keep in mind the H.E.W. guidelines for racial composition of the staff.

The magnet school program was announced to the staffs of all of the elementary schools. Teachers were notified that they could volunteer or be recommended by their principal. The planning committee was looking for teachers who were enthusiastic about the magnet school program and who voluntarily chose to teach there. As soon as teachers were notified of their appointment to the faculty of the Grimes Center, they began to participate in the planning process. Orientation workshops for the staff were convened in June. One of these workshops was held with members of the State

Education Department's Humanities and Arts Division to discuss curriculum.

During the month of August, staff members met for four days a week, five hours a day, and were paid their regular salary rates. This was done to organize the school and to develop the curriculum. Consultants from Columbia University's Center for Urban and Minority Education were invited to these workshops to assist in the planning. These sessions provided a time for the staff to become better acquainted, to organize their classrooms and to develop curriculum materials. The staff was so committed to the new program that many of the teachers came into school on their own time early in September to complete their preparations.

During the planning period, renovations were made in the seventy-five year old Grimes School building in order to convert it into the Center for Creative Education. The entire building was painted, with a great deal of care given to the selection of a color scheme. The walls which had been institutional green and yellow came alive in shades of red, blue and magenta on a white background. Supergraphic stripes in variations of the three basic colors were painted in the hallways and helped to unify the different areas of the building. Dark blue carpeting was laid on the first floor of the old wing.

On the second floor of the old wing, walls were removed between two sets of classrooms to provide larger work areas and to enhance the team approach for Teams I and II. In the auditorium, chairs which had been nailed to the floor were removed, the floors were refinished and removable chairs were provided for more flexible seating. In the classrooms, conventional desks were removed and replaced by tables and chairs. This was also designed to permit more flexibility. Curtains and drapes were provided for the auditorium where there had previously been none. Curtains for the classrooms were made by many teachers during the summer or during the first few weeks of September.

The 1976-77 inaugural year for Grimes was completed with tremendous success. There was no loss of basic skills. In fact, overall, students at Grimes scored measurably higher in SRA Assessment Survey Reading and Math Tests. There was a positive attitudinal change which was evidenced by student comments. The children produced more creatively than they had in the past. Parental and student satisfaction with the program was high. As a result of the first year's performance, there is now a waiting list of

over 400 students for grades one through six. In addition, another 150 are on waiting lists for the newly extended magnet program for the 7th grade at the middle school.

A Checklist for Magnet Schools

Morton J. Sobel

It may be one of the great ironies in intergroup relations for me to spend months preparing for and convening a conference on magnet schools because I am not one of the foremost proponents of magnet schools. I am not a great believer in voluntarism. In spite of what I see and hear about how great it is and that voluntarism is really doing a job, I see relatively few examples of that. I am not sure that it works, and when it does work, I am not sure that it makes a major impact. Certainly, it is necessary to take a long, hard look at voluntarism. It seems very clear that developing a magnet school which enrolls 400 or 500 pupils who constitute three or four percent of a school district really makes little impact on the district as a whole.

Nonetheless, if there are to be magnet schools and the Federal government is providing money for them, then it seems that technical assistance activities should attempt to make whatever magnet school projects there are as good as they are capable of being. One school superintendent said, "Why is Mort Sobel putting on a conference for magnet schools? They do not work." Maybe he will be wrong.

It has been said that there have been magnet schools for thirty or forty years. That is quite true, but magnet schools have not usually been desegregated.

There are two parallel concerns and considerations about magnet schools and programs. As a parent, one has the right to ask, "Why should all the goodies go to one school?" It does not matter how it is said. Whether the work is done in the school or whether teachers give up their preparation periods so that they can teach all day long and do the best job, some children are not in magnet schools getting the best of it.

In many instances, Federal and State monies support the magnet schools. It is questionable whether some of those school districts are going to continue the magnet schools when that support is taken away.

There are concerns for taxpayers. A recent review of one magnet school proposal proved it to be of high quality. It achieved all of the appropriate numerical percentages and included all of the magnetic qualities that draw children in as students. But, one aspect was suspect: the building was

being utilized at a 30 percent rate. It does not matter whether it was an old school or was overutilized before. It is difficult to see how an expensive underutilized building can solve the problems of desegregation and make the kind of impact that is now so necessary.

As an educator, my concern is that magnet schools are what all schools ought to be. The way school districts should be operated would be to have magnet schools all over the district. Then every school becomes a magnet school and pupils have the kinds of choices appropriate to their needs. What is intriguing about Long Beach's approach is that there are choices: there are alternatives and they are all around; not just in one or two schools.

One of the interesting things about the whole magnet school movement is the fact that for the first time liberals are less excited about them and less delighted than are conservatives. This may be because of the major emphasis on voluntarism and some liberals feel that this is an attempt to pacify whites. In effect, it appears that the way to get whites into black schools is by giving them a highly upgraded education. Surely, there must be some philosophical reservations about that. Nonetheless, the best must be sought.

One magnet school in a certain district enrolls a 23 or 24 percent minority. The principal stated that the magnet schools percentages are about 60 percent black, about 10 percent Hispanic and the rest white. A new school is being built and will be on the fringe of a black area next fall. They are not sure whether they are going to have this good a percentage. This principal is an honest, sincere individual who believes in desegregation and integration, but does not see the problem in that school's numbers.

Some plans utilize magnet schools which are to be phased in over a three-year period. One is intended to bring an 82 percent school down to 77 percent in one year and to 72 percent the next year. What happens with the children in the three years between? In one magnet school proposal, it was suggested that a foreign language teacher, a science and math teacher, extensive remedial services and large numbers of paraprofessionals placed in a K-4 school would balance the district. There are some very severe reservations about whether this is really to be a magnet school and whether it is really going to do the job.

Underlying everything else in intergroup relations is institutional racism in our society. We may be "copping out" in some ways by trying to find gimmicks or some easy way to substitute for not having to take a look at what we ourselves believe and think and the approaches that we use.

I am interested in the current controversy on so-called "forced bussing." In New York State the assignment of pupils is the legal responsibility of the local board of education. New York's former Commissioner was continually being castigated for ordering forced bussing. In all of his orders, he never once ordered a single school district to provide bussing. He did order them to reassign pupils in order to provide equal educational opportunity, and if the school district did so, bussing was often needed and the districts had to provide the bussing. Thus, realistically, there often would be many children who would need transportation, but presently in New York there are youngsters who go fifty-five miles each way to school every day--one hundred and ten miles round trip.

I am fairly cynical about my job and about where we have been going in the last thirty to thirty-five years, although I am not yet ready to give up. A major element of concern in the field of school desegregation is--and this is particularly true in the magnet school movement--that in our society it is the victim who must take the initiative. It is the victim who is continually being analyzed, continually being researched, continually being studied and when it is all over, it is up to the victim to do something about it. It is up to the victim to make a selection in order to receive a better education. It is up to the victim to force the power structure to do whatever it is that has to be done to meet our democratic ideals.

I have assembled a checklist which includes three separate sections. It is intended to be a way of looking at your magnet school. As an aside, probably every school might reasonably be expected to meet some or all of these criteria.

PUPILS

Are the percentages of minority/majority group students reflective of districtwide percentages? Is either higher or lower?

Are the percentages reflective of neighborhood percentages?

This has been discussed several times during this conference. Very often, magnet schools are placed in a predominantly black area.

Then, local youngsters do not have the option, the privilege, all of the advantages which go with a neighborhood school. There has also been some discussion about including some in magnet schools. It is clear to me that some spaces should be reserved for indigenous residents.

Is the assignment on a voluntary basis, a mandatory basis, or is it both?

I just suggested a combination of the two. Assuming that assignment is on a voluntary basis, it is well that an in-depth look be taken because there are many people who have reservations about pure voluntarism.

If assignment is on a voluntary basis, does the selection process guarantee appropriate majority/minority composition?

This is a repetition of the previous point in a slightly different context.

Is the selection on a first-come/first-serve basis, even if minority/majority ratios are upset?

In one case, parents were given options and had the opportunity to make a selection. A mailing went out, although it was not really an honest mailing; it was one of those notes that pupils put in their back pockets to give to their mothers. The notices were sent and the returns were counted. This was all done in June. The selections for the school were made over the summer, and when parents complained, saying that they had never seen the slip, they were told, "Talk to your child." It is certainly a fact that if one talks to a second grade child about the note he or she was supposed to bring home last June, a satisfactory answer is not likely to be forthcoming. So real selection did not take place.

Number 8: Elitism. Are precautions taken in selection process to make certain that the magnet school does not become "elitist" in nature (only gifted, etc.)?

I wonder where all the performing arts experts will get jobs someday. There is an enormous emphasis on these abilities in magnet schools. Where will all these fine dancers, musicians, actors, be employed?

By the time many of our second and third grade graduates of technologically oriented magnet schools graduate from high school, they are likely to be qualified for technologies which no longer exist. They will not be qualified for the new ones. Again, technologists and technicians in our society are needed, but there are some educational frameworks at which we should take a long hard look.

Number 9: Negative Images. Are precautions taken to make certain that the magnet school does not come to be viewed negatively (dumping ground for behavioral problems, vocational for those who "cannot make it" in other schools, etc.)?

This is really a major problem. Again and again, in magnet schools and in integration plans, an arrangement has been made which identifies school X as the "dumb and black school." One school district in New York State desegregated by moving all the white special education classes into the black school and then bragged that the school was completely desegregated. One may talk about schools without walls--these were real walls that were readily visible.

Number 11: Neighborhood Patterns. Are neighborhood patterns followed in any way?

Some of these items are repeated in different ways. This one is a repeat of the earlier items regarding space for youngsters in the same neighborhood as the new magnet school.

Number 12: Siblings. Are provisions made for sibling attendance, if they are necessary?

This is where we get so involved in education, in philosophizing and in numbers that we very often forget that parents prefer having the older brother and the younger sister somewhere near each other. This cannot be the sole determinant, of course, but if a parent has six children, they may attend four different schools. That cannot always be dealt with successfully. But it does seem that it is something that should be kept in mind. It would certainly be difficult to have one child attend a performing arts school at one end of town and another in a basic remedial program at the other extreme. A careful look should be taken at that problem.

Number 15: Physical Location. Is the physical location of the school such that it is readily accessible to both minority and majority group students?

This is the neutral zone or neutral turf about which we were talking. There have been many instances where a school is on a one-way street and the major portion of traffic comes from a different direction. This can sometimes make it almost impossible to get to the school. Often, when decisions are made as to what should happen in a school district, they are made by looking at a map. It is necessary to get out and take a look, although this is done a bit more frequently now than it was formerly. These are the kinds of considerations which it seems to me are the real reasons why technical assistance by the State Education agency people, combined with the intimate knowledge of the local school district, could evolve into something which is meaningful and viable and is good for children.

Number 16: Neighborhood Definition. If so (#15), is there a clear definition of what is meant by "neighborhood" (geographical, ethnic, racial, etc.)?

In Buffalo, for example, there are some very clearly defined turfs along ethnic lines, as well as along racial lines. There is often very little overlap between white ethnic groups in Buffalo and even less between minority and majority racial groups.

Number 17: Socioeconomic Mix. Are there safeguards to insure socioeconomic integration?

This speaks for itself. There have been enough reports, enough documentation, and enough studies for us to know how crucial this factor is.

Number 18: Minority Group Isolation. Are there safeguards to make certain that in the school, and in individual classrooms, minority group isolation is not intensified?

This is a major problem in another respect. A school with a relatively small minority population is a major problem in terms of making certain that minority group isolation is not intensified, either in the school district or in the classroom. A study was done for us several years ago. One major finding was that once the minority group population of a classroom drops below 15 percent,

intergroup tensions, intergroup attitudes, and intergroup relationships become more negative. If there are not at least two or three younsters of a minority group in the classroom so that they have somebody to whom they can relate, they really are much more isolated than they were before. When we see cases of school districts with a 7 or 8 percent minority, it is wrong to say that they must be spread around all through the district. It just does not make any sense.

The reverse is also true. With a 10 or 15 percent majority population, it does not make any sense to spread them out so that there will be no racially identifiable classes. Sometimes a "tipping point" militates against desegregation. Thus, there may be some racially identifiable schools or classes and no serious loss results.

Number 19: Recruitment. Are there adequate provisions and practices for recruitment of students?

Billboards are great. Nobody can enter Buffalo without being hit by the billboards. But they are not the only device that can prove useable. Buffalo also uses QIE (Quality Integrated Education) in which people go out into the communities and recruit participants. A cooperative effort can be undertaken with various organizations: the NAACP, the Urban League, some of the anti-poverty groups. They are usually more than willing to be helpful if they are convinced that the education the child is going to receive will be a viable and meaningful education for the youngster.

STAFF AND COMMUNITY

Numbers 1, 2, and 3: Percentages. Do minority-majority percentages of staff reflect the pupil population in the school: Do these minority-majority percentages reflect districtwide percentages? Do these minority-majority percentages reflect the percentages of the neighborhood in which the school is located.

Value judgments are not being placed on these. Just because a school is located in a predominantly minority populated area does not necessarily mean that there must be a predominantly minority staff. It is something at which a careful look must be taken at

the time the magnet school is developed.

Number 4: Volunteer Staffing. Is staff selected from volunteers?

There is a problem with this. People ought to be going where they want to go. In the Washington, D.C. public schools, one of the biggest problems related to young zealous white staff members who really wanted to do the right thing. They wanted to teach children about their civil rights. They did not always teach them how to read. They did not teach them arithmetic or many other things, but they really taught them about their civil rights. The trouble was that the children could not read many of the books in the magnificent civil rights libraries in their classrooms. While nobody ought to be forced into a situation, there ought to be a selection process which is combined with voluntarism on the part of the staff. Naturally, union contracts and district policies can also be important factors.

Number 6: Staff Commitment. Are there some safeguards to ascertain that personnel are committed to the concept of the school?

If, in an open education school there is a staff member who says, "I do not understand what they are talking about," that person will probably not function well in that particular school setting.

Number 9: Special Staff Training. Are there provisions for special training of the staff prior to the opening of the school?

At the very least, staff should be ready, willing and able to be in that building.

Number 10: Continuing Inservice. Are there special provisions for continuing inservice staff development after the school is open?

There is a notion extant that once a program is developed and the inservice or preservice is finished, nothing has to be done again. It just does not operate that way.

Number 11: Staff Balance. In the selection process, are provisions made for a balance between: age? experience? sex? race? years in this school district?

When Norman Drachler was the Detroit, Michigan superintendent, he and his staff set up criteria for what makes a good school. The staff should not all be white or all minority. Not all should be experienced teachers; there should be some younger people with

little experience, but still full of vinegar, and there should be some people in between. In the D.C. schools, there were some continuing problems because of the great turnover among government servants whose spouses worked in our schools. These were continuing problems because of the large numbers of teachers who were new to the school system. There were experienced teachers who came into the district brand new. They did not know how to make the bureaucracy work. That is certainly one important element in any school. All of these questions in regard to magnet school criteria must be taken into consideration.

Number 12: Specialized Personnel. Are specialized personnel included in the staff? human relations? student ombudsmen? school-community relations?

There is an inconsistency here with what was said earlier that too many of the district's resources ought not be provided to one school. But if the magnet school is going to work, it seems logical that it have some of these personnel. It is also true that all schools ought to have all these items.

Number 13: Building Adequacy. Is the building adequate: new? remodeled? old?

We see more and more relatively older schools used as magnet schools, because they are there, because of declining enrollments, and because of numerous other reasons. They must be updated to be attractive and appropriate educational environments.

Numbers 14, 15, and 16: Parental Involvement. Are adequate community relations and information and dissemination efforts made prior to the opening of the school? After the school is open (rumor control center, etc.)? Are provisions made to guarantee parent involvement? Are provisions made that parental involvement will include both minority-majority parents?

Many educators believe that minority parents will not attend school activities. It was noted earlier that the victims are often expected to do it themselves. It is not up to the victims to have to come out. It is up to the school to go to them and include them. Most educators think that what is wrong with education is that we must change the child. When something is said about changing the institution, they are horrified. I am convinced

that this is our only solution.

Number 17: Parent Associations. Are there continuing parent associations?

Sometimes these associations must meet in the schools. But I have a friend who calls the school the "hostile palace." So sometimes meetings outside of the school, in a community center, a neighborhood building of some sort, a church, can very well be appropriate. Meetings do not have to be in the afternoon or always in the evening. Adjustments can and should be made. Magnet school locations and distances from the children's homes make this even more urgent.

Number 18: Parent Advisory Groups. Are there continuing parent advisory groups?

In district after district, there is little difference between the Title I parent advisory committee, the ESAA advisory committee and this or that or any other advisory committee. Some working parents are placed on a committee on a continuing basis. They do not always go along with what school administrators want, but they are needed and helpful. The opposition can often be neutralized by involving them in the process. They are reporting back to their constituents about what is going on and they are a part of the process, which tends to result in "ownership."

Number 19: The Schools as Centers. Does the school serve as a consultative counseling and information center for: pupils from the school? pupils from the rest of the district? parents from the school? parents from the rest of the district? staff from the school? staff from the rest of the district? in particular, administrators?

This has to do with all of the kinds of things that children need. It may refer more to secondary schools than to elementary schools, though. If you are going to pour additional resources into one building, then they ought to be available to young people throughout the entire district. The guidance and counseling field knows all about high case loads and all of the related problems. When New York City cut out the "frills" and the "fads," the first fad to go was guidance counselors. That was horrendous. But, if they are on the staff, this ancillary service ought to be available to

everyone. There ought to be a multiplying effect in the magnet school which results in replicating some of the good things happening there.

Number 20: Teacher-Pupil Planning. Are adequate provisions made for teacher-pupil planning?

We do not talk much about teacher-pupil planning any more. Many of you have already gone through that stage in education. Nonetheless, it can still prove to be valuable even if we are not as deeply involved in it as we once were.

CURRICULUM, METHOD AND ADMINISTRATION

Number 1: Curriculum Influences. Is the curriculum unique from that of every other school in the district? (How)?

Differing curricula automatically bring about some diversification, something different, something that hopefully will be done at this school and later at other schools.

Numbers 2, 3, 4, 5, and 6: One-of-a-kind Methods and Curriculum. Are the methods unique from every other school in the district? (How)? Is the curriculum provided in this school the only one of its nature in the district? Is the curriculum especially tailored for the needs of the children attending this school? Is the curriculum replicable, all or in part, for other schools? Are the methods replicable, all or in part, for other schools?

We have looked at this several times. It might or might not be advisable that this school be the only one with this program, because of specialization, shortage of staff or need for specially trained staff, but this is one of the issues which could be critical in nature.

Number 7: Provision for Bilingual Education. Are adequate provisions made for bilingual education if the appropriate student population is present?

Bilingual education should be provided and should not be a segregating element in American schools. It often is. Bilingual youngsters should be mainstreamed in the same way as we should all children, although they should be able to have their bilingual needs fulfilled in the same building. They should not be set aside.

Let me close. There is no guarantee that meeting all of these criteria (especially since some of them are mutually exclusive) means necessarily that the best magnet school around will then result. But, these are issues at which we ought to look. Magnet schools do not have to be designed solely for purposes of desegregation. If a magnet school is developed or if it is a good magnet school--if it does the job it is supposed to do and there is a willingness and commitment to make it succeed--it is my view, at least, that we are then more likely to develop a desegregated school situation.

CHECKLIST FOR MAGNET SCHOOLS FOR DESEGREGATION

PUPILS	YES	NO
1. Are the percentages of majority and minority group children reflective of districtwide percentages?	____	____
a. Is the majority percentage higher?	____	____
b. Is the minority percentage higher?	____	____
2. Are the percentages of majority and minority group children reflective of neighborhood percentages?	____	____
a. Is the majority percentage higher?	____	____
b. Is the minority percentage higher?	____	____
3. Is assignment on a voluntary basis?	____	____
4. Is assignment on a mandatory basis?	____	____
5. Is assignment a combination of voluntary and mandatory?	____	____
6. Assuming that assignment is on a voluntary basis, does the selection process guarantee appropriate majority-minority composition?	____	____
7. Is the selection on a "first come, first served basis," even if minority-majority ratios are upset?	____	____
8. Are precautions taken in selection process to make certain that the magnet school does not become "elitist" in nature (only gifted, etc.)?	____	____
9. Are precautions taken to make certain that the magnet school does not come to be viewed negatively (dumping ground for behavioral problems, vocational for those that "cannot make it" in other schools, etc.)?	____	____
10. Is the enrollment sufficient to make a significant impact on the district?		
11. Are neighborhood patterns followed in any way?	____	____
12. Are provisions made for sibling attendance, if they are necessary?	____	____
13. Does the school draw its enrollment from a citywide population?	____	____
14. Does it draw from only certain neighborhoods?	____	____
15. Is the physical location of the school such that it is readily accessible to both minority and majority group students?	____	____
16. If so, is there a clear definition of what is meant by "neighborhood" (geographical, ethnic, racial, etc.)?	____	____

	YES	NO
17. Are there safeguards to insure socioeconomic integration?	____	____
18. Are there safeguards to make certain that in the school, and in individual classrooms, minority group isolation is not intensified?	____	____
19. Are there adequate provisions and practices for recruitment of students?	____	____

STAFF AND COMMUNITY

1. Do minority-majority percentages of staff reflect the pupil population in the school?	____	____
2. Do these minority-majority percentages reflect districtwide percentages?	____	____
3. Do these minority-majority percentages reflect the percentages of the neighborhood in which the school is located?	____	____
4. Is staff selected from volunteers?	____	____
5. Are new staff to be employed?	____	____
6. Are there some safeguards to ascertain that personnel are committed to the methods to be used?	____	____
7. Are there some safeguards to ascertain that personnel are committed to the methods to be used?	____	____
8. Are there some safeguards to ascertain that personnel are committed to the philosophical approach?	____	____
9. Are there provisions for special training of the staff prior to the opening of the school?	____	____
10. Are there special provisions for continuing inservice staff development after the school is open?	____	____
11. In the selection process, are provisions made for a balance between:		
a. age?	____	____
b. experience?	____	____
c. sex?	____	____
d. race?	____	____
e. years in this school district?	____	____
12. Are specialized personnel included in the staff?	____	____
a. human relations?	____	____
b. student ombudsmen?	____	____
c. school-community relations?	____	____

	YES	NO
d. nurse or nurse-teacher?	____	____
e. pupil personnel services personnel?	____	____
f. supportive staff (aides, paraprofessionals, etc)?	____	____
13. Is the building adequate:		
a. new?	____	____
b. remodeled?	____	____
c. old?	____	____
14. Are adequate community relations and information and dissemination efforts made prior to the opening of the school?	____	____
a. After the school is open (rumor control center, etc.)?	____	____
15. Are provisions made to guarantee parent involvement?	____	____
16. Are provisions made that parental involvement will include both minority-majority parents?	____	____
17. Are there continuing parent associations?	____	____
18. Are there continuing parent advisory groups?	____	____
19. Does the school serve as a consultative counseling and information center for:		
a. pupils from the school?	____	____
b. pupils from the rest of the district?	____	____
c. parents from the school?	____	____
d. parents from the rest of the district?	____	____
e. staff from the school?	____	____
f. staff from the rest of the district?	____	____
g. in particular, administrators?	____	____
20. Are adequate provisions made for teacher pupil planning?	____	____

CURRICULUM, METHOD AND ADMINISTRATION

1. Is the curriculum unique from that of every other school in the district? (How)?	____	____
2. Are the methods unique from every other school in the district? (How)?	____	____
3. Is the curriculum provided in this school the only one of its nature in the district?	____	____
4. Is the curriculum especially tailored for the needs of the children attending this school?	____	____

	YES	NO
5. Is the curriculum replicable, all or in part, for other schools?	____	____
6. Are the methods replicable, all or in part, of other schools?	____	____
7. Are adequate provisions made for bilingual education if the appropriate student population is present?	____	____
8. Are there adequate safeguards to make certain that bilingual education does not further minority group isolation?	____	____
9. Are there included in the curriculum, such items as multi-ethnic studies, intergroup relations, etc.?	____	____
10. Are curriculum and materials relevant to both minority and majority populations?	____	____
11. Does the magnet school violate the concept of mainstreaming its pupils into districtwide activities in any way?	____	____
12. Is there sufficient flexibility and space so that unique and innovative programs can be implemented?	____	____
13. Does the school district make provisions for cutting red tape so that adequate resources, supplies and materials are available as needed?	____	____
14. Is there administrative support for the magnet school from the superintendent and top and middle management?	____	____
15. Is there support from the Board of Education for the magnet school?	____	____
16. Is there community support for the magnet school?	____	____
17. Are there guarantees that the magnet school does not become just another alternate school?	____	____
18. Are the cooperation of business, institutions of higher education, the State Education Department and other resources sought and utilized on a continuing basis?	____	____
19. Is adequate evaluation a fundamental and ongoing process?	____	____
20. Is adequate public reporting of this process guaranteed?	____	____
21. Are special funds available for the magnet school to carry out its designated purpose as a desegregated school school?	____	____
22. Do funds allocated to the magnet school result in unfair distribution of resources to other schools, staff and children in the rest of the district?	____	____
23. Is the existence of the magnet school dependent on nondistrict funds (Federal, State grants, etc.)?	____	____

A Reporter Looks at Magnet Schools

Dale Rice

I have been an education reporter for approximately three and one-half years. I am not an educator. But I have some strong feelings after having traveled all over the country this past spring on a Ford Grant taking a look at magnet schools and programs. In every city to which I traveled, I spent time talking to administrators, teachers, students, and parents. I came to a number of conclusions.

First of all, magnets as I see them have not voluntarily desegregated any urban school systems. With few exceptions, individual magnets have not attracted pupils voluntarily in numbers representative of any city's particular racial balance. Furthermore, there is little evidence to indicate that they ever will.

Secondly, although magnets have not succeeded in desegregating city school systems, I think they have had a significant impact on urban education. The magnet schools that I visited were filled with real excitement, vitality, pride. I witnessed a turning back to the city. Not only were these schools keeping a number of people in the cities, but in some situations, they were even encouraging people to come back from the suburbs for a particular program.

In general, I think most school boards (and many administrators fall into the same category) have tried to use magnets as a way to avoid or at least to delay meaningful desegregation measures as long as possible. It is easier to use magnets than it is to realign boundaries, easier to use magnets than to pair schools, easier to use magnets than to provide transportation. This is the real problem that magnet schools have been generating.

I recently spent some time with Senator Glenn, who sponsored the magnet school legislation in the senate and even he suggested that his primary reason for sponsoring the bill derived from the principle of avoidance. Senator Glenn said, "There is a good chance magnets will take away the requirement for court ordered bussing." Almost everyone has seen magnets as a way to get around other problems rather than as serious components of a plan. Gary Orfield, who is with the Political Science Department at the University of Illinois, describes the situation well when he says that magnet schools are very good components of a big city desegregation plan, but a

terrible substitute for one. I believe that is true. The problem is that too many districts are looking to magnets to be the substitute rather than only components of a serious plan.

I am going to describe what I think are the problems of magnets as I see them. First, there is the problem of equity -- that is, the question of spending patterns from school to school within a district. Some people on the Civil Rights Commission feel that equity may be the civil rights issue of the 1980's. There are serious problems when a district spends $1,200 or $1,400 per pupil in a nonmagnet program and then spends $2,000 or $2,400 per pupil in a magnet program. Many parents who choose to send their children to neighborhood schools or who choose to send their children to a comprehensive high school are likely to sue. There are examples of very good magnet programs where equal amounts of local dollars have been spent. But it takes reallocation of resources and takes careful selectivity of staff. With attention to these factors, it is possible to have a good magnet program without investing exorbitant amounts of operating money.

The second problem is one of elitism. Elitism seems to take two forms. First, there is the question of whether such a program is going to skim the cream of the crop. This is a nonproblem at best. In no school district which I visited did any magnet school take all of the best students from the school system citywide. As a matter of fact, in very few situations did they take even the very best students from any single school. The administrators I spoke with were not concerned about losing the top academic students as much as they were concerned about losing their student leaders. In the few schools that lost their student leaders, though, they found that talent surfaced immediately to replace those who had left. Therefore, in that sense, I see a nonproblem. But secondly, there is the question of attitudes. There is a real problem with student leaders attitudinally, particularly with programs for the gifted. You tell these students, "Hey, you are special, you are gifted, you have talent!" and it is unrealistic to expect them not to have an elitist attitude. They are going to have it. The teachers who teach there are going to have it. Unfortunately, I think the administrators will have it. "Everybody says we have the best. Look at what we have." Many problems arise with that kind of attitude.

Let me take time to say that I have no serious reservations about school for the gifted. I do not know how you determine "gifted." If the standard

is a 120 IQ, then what do you do with the child at 119 who may be far more productive than a child with a 126 IQ who has easy access? If the standard is set at two years above level, how are the children with average test scores who turn out to be great readers after some experience with photography placed? Example after example can show that there is no good way to determine who the gifted children are. Putting them all together in a school using some artificial standard is not only unfair, but also educationally unsound.

Voluntarism is another problem which seldon seems to work, especially when it is coupled with the concept of establishing racial quotas. In the typical program, the school decides it will take the first 150 black applications and the first 150 white, or whatever the racial breakdown is. In such a situation, the people do come voluntarily, but the school is locked into a goal that has been established in the beginning--that the magnet will be balanced. The only problem when that is done is that it is possible that the school may only enroll thirty black children. Rather than say that this will be made up by admitting 270 whites, you must be prepared to run a program at less than capacity.

The fourth problem I see is the problem of admissions, in particular the criteria that are set. There is a difference between the old magnets and the newer ones. The older schools, such as Boston Latin or the High School for the Performing Arts in New York City hold auditions, or are entrance exam schools. The newer magnets are interested schools, where the chief requirement is interest. "Are you interested in the program? If you are, you may enter." This is much different than saying that there is a strict set of criteria which must be met (exams, interviews, etc.) in order for the child to be accepted into the school.

Another problem with admissions is that discipline problems are often screened out. Administrators are thinking, "If we get problem children, that is going to take away from the program. We really want a great chance of success, so let us immediately screen out all of those who have the potential of not making it in the program." Part of the reason for discipline problems is that the setting in which these students have been placed was not able to adjust to the child. The child is always expected to adjust to meet the demands of the teacher or of the school rather than the school being expected to adjust to meet some of the needs of the child. Magnet

programs do adjust in this way and there are many examples of that.

Roslyn Ball who is the principal of the Visual Performing Arts Center, an elementary school in St. Louis, talked to me about a number of children who had been advised by guidance counselors in other schools, "Why don't you transfer to the magnet?" The reason they encouraged these children was because they were unable to handle them. They were the school's problem children and they transferred to the magnets. One eighth grader was just waiting to drop out of school when he came to the magnet. During the first two weeks of school, he was the worst problem child in the building. By the the end of the year, he was a straight A student, and asked if there was a way he could fail that year in order to remain at the magnet school.

Schools can do a great deal with children if they are able and willing to make certain kinds of adjustments. Magnets have that potential more than does any other rigid school structure. For this reason it is most unfortunate that magnets are screening out discipline problem children in the beginning.

Another major problem is professional jealousy. Teachers are jealous of those who are teaching in magnets; administrators are jealous of those who are administering magnet schools. In Houston, for example, it had gotten to the point where principals refused to allow magnet school administrators into their buildings to recruit students. In Minneapolis, the highest level of administration in the district admits that professional jealousy is one of the most serious problems confronting them in dealing with staff. The problem is again based on money. When more dollars are spent per child, when the problem children are screened out and when the school is opened with all of the finest equipment, other teachers and other administrators are certain to be jealous of that situation? It is so easy for them to turn around and say, "Well, look, if I had the same situation I would be producing great test scores and I would also be producing great graduates."

An additional problem is that too many people fall into the trap of assuming that the child who goes to a math magnet is going to become a mathematician. This is an unhealthy situation. A good magnet school providing a sound program in the basic academic subjects has the magnet program as a supplemental one. It is something which is there to motivate the students through all their other studies. I think that is what is important.

Because a student goes to a math high school does not mean that he or she cannot graduate and go on to college and major in dance, in religion, or in political science. Because a child has a good technological background and is going through an Occupational Education program does not mean that that child cannot also go on to college.

Perhaps it is important to ask at the elementary level, "How can we determine that a child is going to be an artist when he or she is in the third grade?" We cannot. But again, in the same school in St. Louis where the object is to give children a well-rounded background in the arts, Mrs. Ball, the principal, said, "I may not turn out a single great artist or a single great musician, and I am not concerned about that. The one thing I am going to do is to turn out great audiences." A great deal can be said for programs like that. You do not steer elementary children into a career from the third grade. You offer them some alternatives, some motivation, but nothing is going to slot them forever.

In another approach to this same problem, Dr. Douglas, who is the executive director of the American Association of Collegiate Registrars and Admissions Officers, and a number of other admissions officers around the country discussed criteria for admitting magnet versus nonmagnet students into colleges and universities. Several interesting items developed.

Magnet graduates probably have a far better chance of getting into the college program that follows their magnet program. For example, MIT has already visited the school for engineering professions in Houston three times. This school is still a year away from graduating a single child. A student with a B+ average in that school with a very rigorous background in engineering is probably going to stand a much better change of getting into MIT or another fine engineering school than a child with an A+ average from a comprehensive high school.

When it comes to the question of the student getting into a liberal arts program or its equivalent, magnet school students stand the same chance as any comprehensive high school student, irrespective of the subject area. Many admissions officers said that they would readily admit somebody from the performing arts sequence into their pre-med sequence, if the student simply had the two or three required math or science courses that high school students were expected to have before entering the program. There seems to be no problem with overall aptitude and ability nor does it matter

what the high school background is. This is what the admissions officers are saying and there is reason to feel that this is true.

This brings me back again to the point that magnets have a major contribution to make to education. Magnets are one opportunity that cities have to compete with the suburbs. For example, put a school right downtown. If it is a business and management magnet, look at the proximity to all business. Look at the people in industries that can be brought into the school. Look at the opportunity to provide work experience for the students.

The same is true with an arts school. Where in the world is there a better place to locate art schools than right downtown where the museum and the civic center are located and where organizations such as the symphony or various guilds are working?

Another element which seems generally true is that there are few discipline problems in magnet schools. In Birmingham, Alabama, Ramsey Alternative High School had had both high levels of absenteeism and severe discipline problems. Ramsey was converted to a magnet program, one of four magnet programs in the city and the only high school magnet program in the city. The magnet programs are almost the only desegregated schools of the seventy-eight schools in the district. Yet, by the end of the year Ramsey had suspended only five students. This is a remarkable record, particularly for an inner-city high school which had retained most of its previous population which had had a high rate of disciplinary problems. In fact, this alternative school achieved the highest attendance rate in the city.

One further sign of progress in that school is that in the previous year about 5 to 6 percent of the students had participated in extracurricular activities. By the end of one year of magnet school operation, 65 percent of the students in the high school were participating in extracurricular activities.

In the area of school activities, there were good race relations. Many students--black, white, Hispanic, Asian--they were getting along very well. When asked why, they said, "Well, you get into a school and you begin having people in the same sort of classes and you get participation primarily in the extracurricular activities and the sports." That seems to be the place where many people are brought together. Administrators are frequently faced with racial problems in athletics. In Minneapolis this was a problem;

all of the teams were segregated. Blacks were playing football and basketball; whites were playing baseball and hockey and there was no mingling of the two. They simply forced the teams to open up and put the best whites on the team even if they were not very good. Substantial progress was made in race relations.

I have some ideas that I call my formula to promote chances of success. Let me run them down. They are in my own order of priority, but priorities differ from city to city.

First, racial quotas must be established and maintained. There are few exceptions to this.

Secondly, a two-to-three year financial commitment must be made to the program. The board of education must be up front with it. In the places I visited, second year enrollments increased dramatically. Many teachers and parents agreed that people do not want to send their children to a program that may be some fly-by-night operation. They want to be sure that it will be there in a couple of years. The only way this can be done is to promise that the program is going to continue, whether there are twenty students or two thousand. With that kind of commitment, a much better chance of success is likely.

Third, the same amount of local operating dollars must be spent. Reallocation of some resources--staff selectivity and the like may be required. All sorts of problems, including court suits, may be encountered if funds are spent heavily on magnet school programs and not on nonmagnet programs.

Fourth is neutral sites. Neutral sites tend to be one of the best ways to draw students. For example, in a school which had been closed for several years, then reopened as a magnet, the worst approach would be to maintain its present school population and incorporate all of those children into the magnet. At least close the school, reassign the children, then open admissions to the magnet program. Administrators from many areas said they have students in the program who are simply not interested. If a good deal of excitement can be generated in the beginning, this can carry over for four or five years. That advantage is lost, however, if children are there who do not want to be there.

Fifth, do not become a school for the talented. Base admission on interest, but take anyone who is interested. An arts program is fine, but

do not set audition standards and take only the top piano players, the top vocalists, and the top artists. Take anyone who is interested because the child who has not had a single drawing lesson but who came in because he was interested in learning can certainly be helped.

The sixth thing is that the staff must be very carefully selected. If a school is changed into a magnet, the same staff in that building cannot be expected to work with a full commitment to the program. Most buildings should be closed first and then reopened as magnet schools. Many teachers are more attached to their rooms than they are to anything else and they can destroy a program. They can sabotage a program from the beginning, or at least their portion of it.

Finally, time to develop the program and to recruit students must be provided. It can not be done overnight. It can not be done in two weeks and result in a good program with students who are genuinely interested in being there. Some districts decide at the end of June or July that they ought to have magnet schools in September. They work feverishly and open magnet school programs in the fall. Where were the students? Additionally, where were the students who were best suited for the program? That is a major problem. When the primary concern is numbers, there is less interest in whether or not the program is suited to the child. There must be sufficient time to recruit students to insure that they know what the program is and to give the school time to look at them to make sure the program is right for them.

What is the future of magnets? First of all, the financial crunch which is hitting most of the nation's cities is likely to enhance the idea of magnet schools. A number of cities, for example, have had to return to foreign languages such as German and Latin that were formerly being offered in all high schools at one time, but which are now being offered in only one or two high schools. That is probably a good way to go. If there are sufficient available resources, Chinese, Russian, Italian, Spanish, French, German and Latin might be offered. If they were all in one location, there would probably be enough children citywide to fill all the classes.

A second point is that magnets are likely to be included as part of court ordered remedies for segregation. If that is the case, it is important that people begin to understand magnet schools and to know what chance they have for success. More and more districts may be forced to employ

them as comprehensive bussing orders are struck down.

Third, the Federal funds available for magnets next year are to be somewhere between eighteen and nineteen million dollars which is a rather sizable sum. If that money is going to be there, it would be a shame if districts did not go out to get a chunk of it. What is unfortunate is that so much was appropriated before anybody ever took a serious look at magnets to see whether they were worth funding. But, congress acted in its usual wisdom.

The final upbeat thought that I am going to leave with you is this: Senator Glenn, along with a number of other people to whom I spoke, is convinced that magnets are going to play a larger societal role. Magnets are going to mean something for desegregation as a whole. While the numbers of students who are being brought together may be small, if the race relations between those groups of children in magnet schools can be improved, a small step will have been taken. Senator Glenn observed, "Once you get the thing right, how do you make everyone live up to that? How do you make people want to get together after they have the right to be there? Magnet schools have made some small contribution in filling that role." There may be some truth to that.

A Summary and Overview

Meyer Weinberg

Historians give students all kinds of slogans. For example, "Remember the Maine," or "Remember Pearl Harbor." What the historians fail to tell us is what it is that we should remember about the Maine or Pearl Harbor. The same can be said of this conference. It deals with magnet schools and desegregation, but it is not quite clear just what it is about that relationship that needs explication. What I would like to do is to review what we have learned from the various presentations and then try to indicate what appear to me to be some implications of this.

First of all, what is a magnet program? The definition is extremely flexible. There seems to be an infinite variety of educational practices which are classified as magnets. One thing is clear: most magnet programs described during the conference were relative--that is, not absolute. In other words, what might be considered a significant advance in one community in a magnet school is the norm in another community and is present in many ordinary high schools or elementary schools. We have also heard much about full-scale programs and ad hoc programs, and once that distinction was made, we did not hear it again. In this relationship, it never seemed clear where costs fit in. So on the question of what it is about which we are talking, there is a certain unclarity that exists, a certain indefiniteness that has not been resolved by the conference, but has been highlighted and about which we must think further.

The second issue which arose was the success of magnet programs. This again is a very gray area. First of all, many of the programs which were reported are far too new, far too recent to have been evaluated. Some just began last month. The length of time the program has been in existence is one problem in evaluation. Another is that a few were evaluated in purely subjective terms--what I call the "seat of the pants" approach. The trouble is that opinions vary greatly as to the seat of my pants and that of somebody else, so it is not a very satisfactory way of evaluating.

Then, of course, there were a chosen few who were able to refer to that ultimate source of authority--test scores. I was very uncomfortable with some of those test scores, not because they did not affirm or confirm by preconception, but because they were handed out as though they were the

scores of random groups when we know that in many cases we are talking about highly selected groups.

To show, for example, that the reading scores of a highly selected magnet program are higher or among the highest in the system is not very enlightening. We know that the rest of the system is unselected and we would, therefore, expect a greater variance. So one must be very careful and the whole question of the success of magnet schools is difficult to answer at this point. I am restricting myself to those programs which were reported here. There are a few good evaluations of other programs, such as the one which was made of the Richardson, Texas magnet school.

The third issue which arose was the question of the cost of magnet schools. We could summarize that information by saying the costs vary. This is not a very helpful kind of statement, but that is what the figures add up to. In the case of Cincinnati, we heard specific dollar figures, although someone said he had difficulty accepting the exceedingly low cost figure of twenty dollars a year per student. There are some who said, on the other hand, that their magnet program did not cost any more than their regular program and one must question that. That is an extremely good sleight of hand if you can offer a meaningful special educational program at no additional cost.

Another issue is the degree of planning which goes into magnet programs. In some cases we heard of a year of advance planning; in some cases, several weeks. The poor planning was at times the result of tardy court rulings, at other times it was the result of pure ineptitude.

A fifth issue is the contribution of magnet schools to desegregation. I tried to quantify the desegregation of seven cities that were reported here for which some kind of figure was provided. These are not hard statistics as I simply compared the magnet school enrollment to the total enrollment as it was reported in floor discussions. In Cincinatti, 13 percent of the children are in some magnet program; in Seattle, 4.5 percent; in San Diego, 2.0 percent; in St. Louis, 2.0 percent; in Rochester, 0.7 percent; in Buffalo, 0.8 percent; in Mt. Vernon, 1.8 percent.

Some of these magnet programs are not very well desegregated and some are. The degree to which a magnet school can be called desegregated depends in part on the definition as limited by, let us say, a court order. In those areas where the judge is a dear friend of the school board and

administration, he will tend to provide very broad limits in the definition of desegregation. In Houston a school is desegregated if it has from 11-89 percent minority. If it has 10 percent or less or 90 percent or more it is segregated. That is an exceedingly broad definition.

In most other areas of the country, a court order will define desegregation not in absolute percentages, but as a percentage in relation to the racial composition of the district or of some other more limited geographical area.

What is the relationship of magnet programs to formal desegregation programs, that is, as part of a court ordered plan or as part of an official all-city desegregation plan which is voluntary? There are very few of those but there are some. In Boston, we have the best known example of a court ordered citywide desegregation program in which magnets play a very prominent role. Yet, at the same time the magnet schools are at an advantage because they are not the mechanism by which the district is to be desegregated and can therefore be guided by their educational function. It is a danger signal if the only means of desegregating the system is magnets. There is a difference between magnets playing an educational role and magnets playing a desegregative role. In Boston, since nonmagnets are desegregated to the same extent as are magnets, the magnets are free to develop along educational lines. In Long Beach, on the other hand, the school board seems to have adopted a policy of desegregation and representativeness--racial and socioeconomic representativeness--in all the schools. That has the same effect as a court ordered desegregation plan. Here, too each component unit is free to follow its own educational function, rather than try to achieve desegregation.

Implicit in much of this information are some issues which are very important and are, by no means, new issues in education. One of them is whether we can set aside desegregation in favor of magnet schools. In other words, why worry about segregation? Why not worry about maximizing the number of magnet schools and therefore maximize--that is implicit in the argument--good education.

There are certain echoes here of the old argument about separate but equal to which I object. There is also an echo of the argument that desegregation represents external considerations which get in the way of teachers, administrators and board members, carrying out their roles. There are

many teachers who share that view. They have what I call a classroom teacher's faith that the only way to bring about educational advance is by incremental change: room by room, teacher by teacher, building by building. If the teacher is good in that classroom, and if there are enough good teachers in that building, and if there are enough good buildings in that system, it will be a good school system. The whole focus, therefore, is on the individual actor. There is a complete ignoring of structural levels that may encourage or retard positive educational change.

For example, if we take that point of view, we assume that if there is not a top policy commitment to the education of all children, that somehow does not matter, because if there are enough good-hearted individuals and teachers, they look after the quality of education. In other words, it ignores the policy level and the importance of systemwide policy. Also, it ignores completely the glaring contracts in many school districts between the material resources that are available for middle class white and black schools and the very inadequate resources that are available for poor white and minority schools. The old Coleman reports of 1966 said that the differential in material resources between schools was almost unimportant in explaining the achievement differences between black and white schools.

It was possible to reach that conclusion by first excluding virtually all of the big cities in the United Saates from his sample, including New York City, Chicago, and San Francisco. HEW has been gathering data on an empirical basis on five cities and recently gave to the board of education in New York extraordinary documentation of material inequalities in the nation's largest school system. I would imagine that the New York data would be repeated more or less in the other four cities. So we have to acknowledge the existence of material, physical differences in the amount of educational support given to children. These differences are clearly dependent upon their race and their economic condition.

If we believe that that is not an important question, all we have to do is bear down on the individual calssroom and "get religion" so to speak on an individual school basis. Why do we not ask, therefore, a very fundamental question which has been answered already by the two preceding speakers: Are magnet schools a means of facilitating positive educational change? I indicated before in terms of evaluation that it appears there is not sufficient information yet. We must remember that in a system where there is

an exceedingly sharp segregation by race or ethnic group, as well as greatly varying achievement rates between minority/majority groups and between economically stratified groups, to create several magnet schools will, in a sense, accentuate the existing inequalities. This is so because the result is only a marginal change in the degree of segregation and a more glaring contrast than ever before in the quality of the educational experience. This is true if the new magnet program is, in fact, a good educational program.

The magnet school may be valid if it is a pilot school, leading the entire district to better quality education. A pilot light, warning everyone that he is showing the way. Many,,many programs which are dubbed pilot programs lead nowhere. In other words, they use up their grant money and go out of business. Unless the magnet school program is a pilot for the entire system in some meaningful educational sense, it is a very self-contained process which is of little significance for the system as a whole. So if magnets were to play a pilot role, it would be a different matter.

Many of the goals of magnets should properly be goals for the entire school system. Take, for instance, Dr. Sobel's list of questions for magnet programs, but substitute all of the schools for magnet schools.

The first question is, "Does any school in the system violate the concept of mainstreaming its pupils into districtwide activities in any way?" That is a decent and reasonable question. "Is there sufficient flexibility in space so that unique and innovative programs in the school can be implemented?" That is a very important question. "Does the school district make provisions for cutting red tape so that adequate resources, supplies and materials are available in every school as needed?"

These are sufficient for us all to see that every important value which we think is important for magnet schools should also be important for every school in that system. I fail to see why it is not so. The real question, therefore, is not why we do not have more magnet schools, but why we do not have magnet school systems. Why do we not have more school systems that are so good that people just cannot stay away from them, that people move into those school districts to get into those schools? That is really a more significant general question.

What we all want as our final goal is to supply every child with a first rate education.

We must measure every educational innovation and perceive it in terms of its contribution to that final goal. While magnet schools may make a contribution to it, that contribution will always be limited if only because magnet schools are so small in their presence. Because they fail generally to act as pilots, they do not promise in the future to be much bigger.

We must also look to other strategies for supplying a first class education to all children. And I think we have to talk about desegregation in relation to education. Desegregation is not an oblique strategy, a sort of stepping over education. It simply is another chance for the school system to do its educational job for all the children; at best, it merely gives school systems an opportunity. Some enthusiasts of desegregation believe that all you need is desegregation and then somehow the walls of ignorance will fall and all the children will be philosopher-kings. Of course, that is wrong. There is no support for that. In our large city school systems, segregation is one of the most complicating factors on the educational scene and, for educational reasons, I believe it must be removed.

Let me end with a dream. Dream for a moment that all public schools are voluntary. In other words, apply the principle of voluntarism to all schools. The first concern is over who is going to show up. There is no worry about that with magnet schools because so much time has been spent in planning that the program is responsive to the interests of children and they are a rather select group. There is special transportation for them, special teachers for them. If there were no compulsory attendance, only those students to whom you could offer a good education would enroll.

The question that is really the question in every public school system today is not how to build another magnet school. The question is how we can provide every child with a first class education? By utilizing these criteria for a good magnet school, how can they be applied to the school system as a whole?